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ABSTRACT

Results of a survey of the 50 states regarding initiatives taken in nine policy/issue areas to teacher education are presented. The nine areas were: (1) standards; (2) incentives; (3) irregular certification routes; (4) program curricula; (5) capacity building for schools, colleges, and departments of education; (6) research, data, and evaluation; (7) faculty development for teacher educators; (8) resources for practictioner inservice; and (9) evidence of maintenance of equity. Charts present information on state required entry, exit, and certification examinations and on state mandated testing and/or assessment requirements for classroom teachers. (CB)

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STATE
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CLEARING HOUSE

TEACHER EDUCATION POLICY IN THE STATES:

50-STATE SURVEY OF LEGISLATIVE AND ADMINISTRATIVE ACTIONS

American Association of Colleges
for Teacher Education

June 1986 Edition

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The American Association of Colleges for Teacher Education (AACTE) is a national voluntary institutional membership organization committed to the improvement of human services through education. Its special charge is strengthening collegiate-based educational personnel preparation and renewal. AACTE's membership is open to colleges and universities with accredited programs, departments or colleges of education. Over 85% of all individuals who receive initial certification each year are prepared in one of AACTE's 720 member institutions.

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TEACHER EDUCATION POLICY IN THE STATES: 50-STATE SURVEY OF LEGISLATIVE AND ADMINISTRATIVE ACTIONS

may be ordered from:

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BACKGROUND

In the fall of 1984, the AACTE Combined Task Force on Governmental Relations conducted a survey of the fifty states on their intiatives in nine policy issues relating to teacher education. The results of that survey indicated both the extent to which state government was making a serious commitment to address needed changes in the educational system and the variety of these efforts. A reading of the data indicated that education reform, particularly within the teacher education profession, was accelerating and warranted continued tracking. The AACTE Board of Directors established a State Issues Clearinghouse within the AACTE office to continue the task of monitoring and analyzing the state data. Teacher Education Policy in the States is an ongoing project of the Clearinghouse, and is published biannually.

The State Issues Clearinghouse is supported by the American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, D.C. 20036, (202) 293-2450.

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June 1986

INTRODUCTION

A review of previous editions of Teacher Education Policy in the States: A 50-State Survey confirms that the reform movement has not swept by the states without gathering attention to teacher education and certification. In the last six months, the states have initiated an array of changes in standards and incentives for entry to the profession, both at the collegiate and certification levels. Twenty-one new states have recently joined the fourteen already implementing beginning-teacher induction programs. Forty-four states now require some type of standardized test for program entry, exit, or initial certification.

Because state-required testing of candidates to the teaching profession is one of the most rapidly proliferating policy initiatives throughout the country, the State Issues Clearinghouse is including a closer look at the issue in this edition of Teacher Education Policy in the States: A 50-State Survey.

TEACHER TESTING

State-mandated use of standardized tests for entry into teacher education programs and for initial certification continues to be a response by policymakers to concerns and perceptions about the academic and professional competence of public school teachers. Although many education professionals question the ability of standardized tests, alone, to predict an individual's success as a classroom teacher, forty-four states report the use or development of statewide SCDE entry, exit, and/or certification examinations.

When policymakers are questioned about the purpose of these examinations, they most often mention to identify competent personnel, to identify incompetent personnel, to evaluate the colleges that prepare teachers, or to diagnose shortcomings. A careful look at examinations mandated by the states and the relationship of these tests to other policy decisions suggests that a test's public purpose is not necessarily reflected in other state-level decisions. For example, few states that cite identifying competent personnel as the purpose of their examination reward high-scoring individuals with salary adjustments, public recognition, or other perquisites. In a similar manner, states attempting to identify incompetent personnel may base their assessment on a basic skills test that measures a person's ability to perform at or slightly above the high school level rather than their competence in the classroom. Where current teachers are being evaluated, liberal retake policies and an LEA's ability to grant waivers for persons who do not pass initially suggest that the intent is not to remove a significant number of personnel from the teaching profession. States have proposed suspending a teacher training institution's program approval if a certain percentage of their students score below a given level on an exit examination. However, in some cases the assessment instrument used is one that measures content rather than professional competence; consequently, the teacher

preparation unit within the college or university faces sanctions for student achievement in areas over which they have little control. Another complication is the use of a test for other than its designed purpose--for example, using the NTE as an entry rather than an exit examination. The data show that many of these current teacher examinations serve a purpose other than what may be stated in the enabling legislation or regulations--that is, the expectation that an accountability measure, such as a standardized test will instill public confidence in education and increase public willingness to support additional appropriations. The extent to which this kind of accountability will influence educational funding and support is yet to be determined and will require a longer range study of the dynamics of state-mandated testing.

AACTE's State Issues Clearinghouse has followed the testing movement, looking at instances of mandated statewide testing at three levels: for entry into a teacher training program; for exit from that program or for initial certification; and as a condition for receiving a standard certificate or for certification renewal. Two types of instruments are commonly used: paper and pencil tests and performance measurement systems. Survey data indicate that all entrance examinations are paper and pencil tests, and of these most are standardized instruments such as the SAT or the P-PST with relatively few states electing to develop their own entry test. Exit tests remain, for the most part, standardized paper and pencil tests, such as the NTE, with slightly more states turning to a customized examination. Several states, such as Georgia, Florida, and Virginia, have supplemented their paper and pencil test with a performance assessment of new personnel during an induction period (generally, the first year of teaching).

Increased interest in an induction year for new teachers suggests that educators and policymakers recognize that a paper and pencil entry or exit test alone is not a sufficient indicator of a person's ability for success as a teacher. As states move toward required induction programs they are recognizing that new methods of assessment are needed to evaluate these personnel and to provide direction for needed professional development.

Data on statewide, mandated testing policies is summarized on the following tables. The first depicts state policies regarding examinations for entry into a teacher training program and exit from that program or for initial certification. The table also includes information on the examination used, when it was (or will be) implemented, and cutoff scores. States marked with an asterisk are those that also require testing of teaching personnel after they are in the classroom. Data on these states appear on Table 2. The required testing may be part of a teacher induction program, such as the Virginia Beginning Teacher Assessment Program or a basic skills examination that must be passed as a condition for certification renewal, such as the Arkansas Educational Skills Assessment Examination. The second table also includes information on the unit conducting the evaluation, any associated probationary period, and the number of times an individual may repeat the examination.

The following key of acronyms applies to both Table 1 and Table 2:

ACT	American College Test
BS	Basic Skills
CA	Content Area
CAT	California Achievement Test
C-BEST	California Basic Skills Test
COMP	College Outcome Measures Project
CS	Communication Skills
GK	General Knowledge
IHE	Institutions of Higher Education
NCATE	National Council for the Accreditation of Teacher Education
NES	National Education Service
NTE	National Teachers Examination
PK	Professional Knowledge
P-PST	Pre-Professional Skills Test
SAT	Scholastic Aptitude Test
SCDE	School, College, or Department of Education

*These states are or will use state-mandated examinations or assessment instruments to evaluate provisional and/or standard certified personnel. See Table 2.

TABLE 1
State Required Entry, Exit and Certification Examinations as of 6-24-86

STATE	SCDE ENTRANCE EXAM	CUTSCORES	CERTIFICATION EXAM	CUTSCORES	PROPOSED EXAM	IMPLE-MENTATION DATES
ALABAMA	SAT or ACT	745 or 16	Alabama Initial Teacher Cert. Test	70+		In Place
ALASKA	NO EXAMINATIONS					
ARIZONA	Arizona Teacher Proficiency Exam (BS)	80%	Arizona Teacher Proficiency Exam (PK)	80%		In Place
ARKANSAS*			NTE - GK, CS, PK	Being Validated		6/1/87
CALIFORNIA*	C-BEST	Total of 123, No Score Under 37	→	By SCDE Exit		In Place
COLORADO*	CAT or SAT or ACT	75%ile or 950 or 19	NTE - PK, CA	Being Piloted and Validated		1986-87
CONNECTICUT	State Developed Basic Skills Test	M-70%, R-71%, W-75%			Exit "Assessment" Inst. Being Developed	1986-87
DELAWARE	P-PST	R-175, M-175, W-172	→	By SCDE Exit		In Place
DISTRICT OF COLUMBIA*					Considering Use of Standardized Cert. Exam	No Date
FLORIDA*	SAT	840	Florida Teachers Exam	R-200, W-6, M-200, PK-200		In Place
GEORGIA*			GA - NES - CA Exams → PK, BS Exams →	70+ Being Developed		In Place 1987
HAWAII			NTE - GK, CS, PK	Being Validated		9/1986
IDAHO					Considering Use of Standardized Cert. Exam	No Date
ILLINOIS*			BS, CA Exams Are Mandated		State Instruments Being Developed	1988
INDIANA			NTE - GK, CS, PK	GK-647, CS-653, PK-646	Scores Being Revalidated for 1987	In Place
IOWA			Exit Exams Are Mandated		P-PST, NTE-PK, NTE-CA Being Piloted	No Date
KANSAS			P-PST, NTE-PK	R-168, M-168, W-170, PK-642		5/1986
KENTUCKY*	C-BEST	Scores Vary by IHE	NTE - GK, CS, PK	GK-637, CS-643, PK-641		In Place
LOUISIANA	NTE - GK, CS	GK-644, CS-645				1985-86
MAINE			NTE - GK, CS, PK	Being Validated	Use of NTE - PK and CA Under Consideration	1988
MARYLAND			NTE - GK, CS, PK	Being Validated		1987
MASSACHUSETTS			CS, CA and Language Skills Exams Mandated		Exams Being Developed	1989

MASSACHUSETTS			CS, CA and Language Skills Exams Mandated		Exams Being Developed	1989
MICHIGAN	NO EXAMINATIONS					
MINNESOTA	Verbal and Math Exams Mandated		BS and CA Exams Mandated		Exams Being Developed	1989
MISSISSIPPI	COMP or P-PST	Scores Vary by IHE	NTE - GK, CS, PK, CA	GK-639, CS-644, PK-642, CA-470-520		1986
MISSOURI			Exit "Assessment" Mandated		Instruments Being Developed	1987
MONTANA			NTE - GK, CS, PK	GK-644, CS-648, PK-648		1986-87
NEBRASKA	P-PST	Being Validated			Exit Exams Being Considered	1986-87
NEVADA	State Univs. Use-P-PST	Being Validated				No Date
NEW HAMPSHIRE			P-PST	R-173, M-174, W-175		In Place
NEW JERSEY			NTE - GK, CA	GK-644, CA-Vary		In Place
NEW MEXICO			NTE - GK, CS, PK	GK-645, CS-644, PK-646		In Place
NEW YORK			NTE - GK, CS, PK	GK-649, CS-650, PK-630	NTE-CA Exams Being Validated	In Place
NORTH CAROLINA			NTE - GK, CS, PK, CA	GK-631, CS-636, PK-644, CA-470-550		1986
NORTH DAKOTA	Any Nationally Standardized BS, PK, and CA Exam Mandated for Use by Exit (NCATE Requirement for Program Approval)					1988
OHIO			55 LEAs Require the P-PST or NTE	Scores Vary by LEA	Statewide Exams Being Considered	No Date
OKLAHOMA	P-PST	Being Validated for Use in 1986-87	OK - NES Developed CA Exams	Scores Vary		In Place
OREGON	C-BEST	Total of 123, No Score Under 37				In Place
PENNSYLVANIA			BS, PK, CA Exams Mandated		Exams Being Determined	1987
RHODE ISLAND			NTE - GK, CS, PK	Being Validated		9/1986
SOUTH CAROLINA	South Carolina Entrance Exam	R-45/56, M-40/56, W-3.0 out of 4.0	NTE - CA	Scores Vary		In Place
SOUTH DAKOTA	NTE - GK, CS	Being Validated	NTE - PK, CA	Being Validated		1986-87
TENNESSEE	P-PST	M-169, R-169, W-172	NTE - GK, CS, PK	GK-637, CS-640, PK-631	NTE - CA Exams Being	In Place
TEXAS*	P-PST	R-172, W-173, M-171	TX Developed PK and CA Exam (ExCET)	Being Validated		1986
UTAH	NO EXAMINATIONS					
VERMONT	NO EXAMINATIONS					
VIRGINIA*			NTE - GK, CS, PK, CA	GK-639, CS-649, PK-631, CA-Vary		1986
WASHINGTON	Washington Pre-College Test or = on SAT	50%ile				In Place
WEST VIRGINIA	ACT Speaking, P-PST, IHE-Listening	Being Validated	WV-NES Developed Content Exam	Being Developed		1986-87
WISCONSIN	BS Exam Mandated		CA Exam Mandated		Exams Being Determined	1987
WYOMING	CAT	70%ile				1986-87

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TABLE 2
State Mandated Testing/Assessment Requirements for Classroom Teachers as of 6/24/86

State	Instrument	Required For:	Required Minimums	Evaluating Authority	Probation Period	Number of Evaluations/ Admins	Implementation Dates
ARKANSAS	Arkansas Educational Skills Assessment Exam (BS) And NTE-CA or 6 Grad Hours in CA w/3.0 GPA	Certificate Renewal	R-70%, M-70%, W-Pass And CA-470-550	SDE	NA NA	5x 5x	6/1/87 6-1-87
COLORADO	1984 legislation, HB 1338, mandated the statewide performance evaluation of teachers. State guidelines were developed this last year. Beginning July 1, 1986, LEAs are required to design their own evaluation instruments along these state guidelines.		Effective September 1, 1988, recertification will be tied to performance evaluation. Each certified staff member must have a completed recertification plan 24 months prior to the expiration of his/her certificate. Districts are required to remediate where deficiencies are assessed.				
DISTRICT OF COLUMBIA	DC Intern Evaluation System And CA Exam Under Development	Certificate Renewal	Measured Competency In Such Areas As Planning Teaching Strategies - Classroom Management Will Be Criterion Referenced Competency Based	D.C. Ed. Dept., School Principal, Mentor Teacher, and Site Dept. Chair	2 yrs. Provisional Cert. w/ 2 yr. Probationary Extension	Every 2 wks	1985-86 1988
FLORIDA	Florida Performance Measurement System (FPMS) Criterion Referenced Performance Evaluation on 6 Scales	Standard Certification Certificate Renewal	Satisfactory Demonstration on the 4 Summative Domains	Trained Administrator Trained Teacher (both independent of site)	1 yr. Provisional with 1 yr. Probationary Extension	3 Separate Evaluations Final 1 is Summative	In Place
GEORGIA	Teacher Performance Assessment Instrument (TPAI) And GA-NES CA Exam	Standard Certification Certificate Renewal	Used as Prescriptive Measure 70+ on Each Exam	LEA SDE	3 years 1 year	2x a year 4x	1980 7/1/87
ILLINOIS	SB 730 requires LEAs to develop, in cooperation with teachers or/and teacher organizations, an evaluation plan for all tenured teachers. The following specifications must be met: (1) Evaluation must occur every two years beginning in 1986-87. (2) Each teacher must receive a description of duties and responsibilities by which he or she will be evaluated. (3) The assessment of administrators must be conducted by independent evaluators. (4) Teacher evaluators must be adequately trained. (5) Ratings must include performance scales. Unsatisfactory ratings require a one-year remediation plan. Teachers failing to receive a satisfactory rating after the remediation period must be dismissed.						
KENTUCKY	FPMS (see Florida) is Used by State	Standard Certification	See Florida	Resource Teacher Principal SCDE-Rep.	1 yr. Provisional with 1 yr. Probationary Ext.	70-80 hrs. 4 Visits 4 Visits	In Place
TEXAS	Texas Examination for Current Administrators and Teachers (TECAT) (BS)	1x Exam for Continued Employment and Certificate Renewal of Current Personnel to be Replaced by EXCET for New Teachers (see preceding table)	Reading 41/55 Writing - "Good" Essay or 27/30 Multiple Choice	SDE	NA 1 year Extension Possible	3 Admins Before 9/1986	9/1986
VIRGINIA	Beginning Teacher Assessment Program (BTAP). Criterion Referenced, Low Inference Measurement System of 14 Generic Competencies	Standard Certification	Successful Demonstration of All 14 Competencies	SDE - Team Comprised of 3 Independent Observers-Educators	1 year Provisional with 1 year Probationary Extension	Fall and Spring Evaluations	9/1986

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SURVEY CATEGORIES

STANDARDS: Authorized measures of quality or competency which impact on the teaching profession, for example an increase in the number of required math courses at the high school level has a direct impact on the supply/demand of teachers. Standards for entry to and exit from SCDEs, and standards for certification are the major, though not the exclusive, focus of this heading.

INCENTIVES: Policies which increase the attractiveness of the teaching profession. Incentives may include, for example, scholarship and loan programs, teacher salary increases, and merit pay programs.

IRREGULAR CERTIFICATION ROUTES: Any mechanism for certification which varies from the traditional four-year IHE two-year SCDE professional preparation sequence, including reductions or alterations in specific course and/or field experience requirements. State required Fifth year programs/beginning teacher induction programs are covered under this heading.

PROGRAM CURRICULA: Mandated changes in standards which effect the number of courses, and/or course content, scope or sequence at the SCDE level.

CAPACITY BUILDING FOR SCDEs: Any state-supported activity which generates changes in the ability of SCDEs to deliver services to the field of teacher preparation.

RESEARCH/DATA/EVALUATION: Any state activity which requires or funds research, data collection and dissemination, and/or program evaluation relevant to teacher education.

FACULTY DEVELOPMENT (SCDEs): State-level activity which funds or mandates professional development for faculty members of schools, colleges, and departments of education.

RESOURCES FOR PRACTITIONER INSERVICE: Any state regulations or funding directed toward continued professional development for certificated personnel, for example required number of continuing education units for certificate renewal, or funds granted to districts to develop model inservice programs. This heading focuses on SCDE involvement in these programs.

EVIDENCE OF MAINTAINANCE OF EQUITY: Evidence of state-level awareness of, or activity pertaining to, equity issues created by changes in teacher education policy.

ACRONYMS

AACTE	American Association of Colleges for Teacher Education
ACT	American College Test
CAT	California Achievement Test
C-BEST	California Basic Skills Test
CEU	Continuing Education Unit
COMP	College Outcome Measures Project Test
DPI	Department of Public Instruction
GPA	Grade Point Average
IHE	Institution of Higher Education
LEA	Local Education Agency
NASDTEC	National Association of State Directors of Teacher Education and Certification
NCATE	National Council for Accreditation of Teacher Education
NTE	National Teachers Exam
P-PST	Pre-Professional Skills Test
SAT	Scholastic Aptitude Test
SBE	State Board of Education
SCDE	Schools, Colleges, and Departments of Education
SDE	State Department of Education
SEA	State Education Agency
SREB	Southern Regional Education Board

ALABAMA

STANDARDS: Admission to teacher education programs is granted at the end of the sophomore year on the basis of a 745 SAT or 16 ACT score, a grade point average of 1.2 on a 3.0 scale, and a score of 70+ on the Alabama English Language Proficiency Test. The Alabama Initial Teacher Certification Test is required for certification (passing scores: ELPT=70+, ITCT=70+).

INCENTIVES: The state legislature has established and disseminated scholarships for students who intend to teach mathematics or science. The scholarships are competitively based and awarded through the Alabama Commission on Higher Education. Students must agree to teach in their subject area in the state of Alabama for three years for each year of scholarship aid received. These scholarships are also available for teachers wanting to retrain and teach in shortage areas. Funding was appropriated for the 1986-87 school year.

A $932 million state appropriation provided a salary increase of 5% for nontenured teachers and 15% for tenured teachers. This appropriation was allocated for 1986-87. Continued appropriations are linked to the new career ladder plan. The 1987 legislature will continue considering means of implementing the Alabama legislation.

The governor's Educational Reform Commission, established by the Alabama Education Reform Bill of 1984, approved a career ladder plan that passed the legislature in May 1985. Phase 1 calls for an evaluation process for all teachers to be developed and implemented by the end of 1986. Phase 2 will follow in 1987 and will inject incentive stipends of $5,000 and $6,000 for the two highest professional levels within the ladder. The Alabama legislature must enact an additional statute before Phase 2 can be implemented. The instrument for on-site evaluation is being developed currently. The evaluation process will be piloted in 1986-87. All administrators participating in the pilot will undergo training in supervisory skills and evaluation this summer.

An Alabama Education Reform Commission report issued in March recommended the development of a beginning teacher intern program.

IRREGULAR CERTIFICATION ROUTES: When a professionally qualified teacher is unavailable, a school superintendent may request that a provisional certificate be issued for one year. A minimum of 64 semester hours or 96 quarter hours of collegiate credits earned at a regionally accredited four-year institution is required for issuance of a provisional certificate. The certificate may be reissued only when such application is accompanied by an approved plan for attaining a professional certificate in a reasonable period. Approval of a provisional certificate beyond the second year would depend on evidence of completion of six semester hours each year toward the professional certificate. This evidence must be presented to the LEA and the SDE before September 1 of the

school year for which the certificate is issued. Ten to 15 of these certificates were issued for the 1985-86 school year.

PROGRAM CURRICULA: Data from the Alabama Initial Teacher Certification Tests for each academic-year cycle are being collected for every institution of higher education. If the average student performance is below the 60th percentile on any given test area, the president of the institution is informed and the institution is given the option to dicontinue the program(s) or to submit a plan to the state superintendent of education for the changes to the program(s) to be implemented during a probationary period. These data are made public. The Alabama Education Reform Commission adopted in mid-March a report that requires national accreditation of all SCDEs by 1991. The report also requires rigorous academic majors for all teaching candidates.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: It is planned that research and evaluation will be included in the professional development centers described below.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Each local education agency is required to submit a professional development plan to the state. Money was set aside in 1984 by the reform commission to establish professional development centers, primarily to be housed in institutions of higher education. Competition for the centers was completed, and eleven centers were funded and began operating in September 1985. Funding for continued operation was appropriated in the 1986 legislature.

EVIDENCE OF MAINTENANCE OF EQUITY: It is anticipated that new standards imposed by the state board of education relative to the use of the ACT or SAT (replacing open enrollment) will decrease the number of students electing to enter teacher education programs in general, with a greater decrease in the number of minority candidates. Two traditionally black colleges have filed a class-action suit against the board charging that the new certification tests "impermissibly discriminate" against black candidates seeking certification. Two conflicting judgments have been issued. An appeal by the colleges began in May.

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ALASKA

STANDARDS: The state education agency has raised high school graduation requirements from 14 to 19 Carnegie units, and some LEAs have additional requirements. The Advisory Council for Teacher Certification and Preparation is meeting regularly to examine current standards. The council declined the use of certification examinations in February. A final item-by-item evaluation of current standards is due from the council in July.

INCENTIVES: The 1985 legislature appropriated funds for recruiting rural Alaskans into teaching. A loan program provides $7,500 per year and each year is forgivable if the individual returns to and teaches in the rural area for five years. A substantial loan program is in place for all students in Alaska. These loans are available for 1986-87. The loan amounts will remain the same but the number available will decrease due to shortfalls in oil revenues.

The average beginning teacher salary in Alaska is $27,000.

IRREGULAR CERTIFICATION ROUTES: The Advisory Council has recommended the acceptance of out-of-state certification by reciprocity.

PROGRAM CURRICULA: By directive of the commissioner, NCATE or NASDTEC standards with modifications specific to Alaskan interests are acceptable for SCDE programs. The SBE is condidering requiring 3 semester hours in multicultural education and 3 semester hours in Alaskan history for initial and renewal certificates.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: Because the SEA has no organized research capability, awards of $5,000 to $10,000 are given to universities for this function.

FACULTY DEVELOPMENT (SCDEs): Nothing specific to SCDEs.

RESOURCES FOR PRACTITIONER INSERVICE: School districts contract with universities for inservice. The commissioner of education has some discretionary funds for use by SCDEs to provide inservice programs to LEAs. Certification is for a five-year period, and six semester hours of college credit must be earned in that time. Studies indicate that 97% to 99% of the inservice education is conducted by institutions of higher education.

EVIDENCE OF MAINTENANCE OF EQUITY: Equity is being addressed at all governmental levels and continues to be a priority in the state. Loans and scholarships are directly targeted to minority populations. State-level initiatives have provided special educational services, training services, and direct aid to minority students.

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ARIZONA

STANDARDS: The legislature has directed the state board of education to increase high school graduation requirements in mathematics, science, English, and history.

An 80% passing score on the basic skills portion of the Arizona Teacher Proficiency Examination is required for admission to teacher preparation programs. Candidates must also pass the professional skills portion of the exam with a score of 80% or better before certification. The exam is being reviewed by the board of regents who have directed SCDEs to admit all students meeting other admission criteria on a probationary basis for 1985-86.

All institutions have raised GPA requirements for SCDE admission as a voluntary rather than mandated action.

INCENTIVES: The legislature has awarded grants to six school districts to pilot career ladder plans.

The governor and the state education agency have recommended that beginning teachers' salaries be increased to $18,000.

A governor's initiative two years ago provided forgivable loans in mathematics and science. One semester of student aid is forgivable for each year of teaching. Four semesters can be funded in this manner. This program was not funded for 1986-87, but the current legislature may consider funding for the 1987-88 school year.

IRREGULAR CERTIFICATION ROUTES: Last year's legislature created a "teacher associate certificate" for individuals who have not completed an approved teacher preparation program.

In February 1985, project "Partner" was announced. Eight to 10 school districts, in cooperation with approximately 15 high tech industries, have implemented 15-month teacher preparation programs for students with bachelor's degrees in mathematics, science, or foreign language. The program includes a summer immersion in professional studies followed by one semester of supervised full-time classroom instruction during which salaries are paid by LEAs. Interns spend the second semester of the school year working in their fields of interest for the private sector, and their salaries are paid by the employing industry.

PROGRAM CURRICULA: The legislature has called for a panel made up of representatives from the state education agency, the board of regents, and institutions of higher education to review requirements for SCDE program approval. There is an impetus to reduce requirements in pedagogy and to restructure programs with competency/outcomes as the primary criteria.

CAPACITY BUILDING FOR SCDES: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The state education agency provides workshops and sponsor's a Principal's Academy. There is no comprehensive inservice program, and no resources are awarded to SCDEs for this purpose. Institutions of higher education are prohibited by law from participating in the Principal's Academy.

EVIDENCE OF MAINTENANCE OF EQUITY: The three state boards have formed a tri-board to review the teacher testing program. The study will consider evidence of bias.

AACTE
5-86

ARKANSAS

STANDARDS: A basic skills examination and GPA requirement are being considered for SCDE entry.

Admission into teacher education programs is determined by individual institutions of higher education. The NTE professional knowledge and specialty area tests must be passed for initial certification. Cutoff scores for the area tests vary by subject. A cutoff score for the professional knowledge test is being validated.

Initial testing of all teachers took place in March 1985 using the Arkansas Educational Skills Assessment Test. Close to 35,000 teachers have taken the test in the five administrations since that date. All certified personnel must pass the exam by June 1, 1987, to qualify for certificate renewal.

INCENTIVES: Salaries of teachers have been increased for the last three fiscal years with additional education funds from a one-percent sales tax increase. Funding formulas for 1986 designate 70% of net current revenues to educational staffing.

Loan programs and pay incentive options are currently being discussed.

IRREGULAR CERTIFICATION ROUTES: A provisional certificate can be issued to an individual upon LEA request when no other certified individual is available. The provisional certificate is issued to the holder of a bachelor's degree, and the individual is required to develop a deficiency-removal plan to meet professional standards.

PROGRAM CURRICULA: The Arkansas Teacher Education Evaluation and Certification Committee has been established to make a quarterly review of all teacher education and certification procedures. A subcommittee has recommended that the SEA study the use of NCATE accreditation requirements for program approval as compared with mandating the development of state requirements.

CAPACITY BUILDING (SCDEs): A small amount of money has been made available to SCDEs through funds generated from the sales tax increase.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs are required to have a continuing, regular inservice program. Districts must submit plans to the state education agency for review.

EVIDENCE OF MAINTENANCE OF EQUITY: The issue has been discussed, but is not a major concern.

AACTE
5-86

CALIFORNIA

STANDARDS: SB 813 (1982) increased high school graduation requirements to include additional units in English, mathematics, science, social studies, and physical education. The California Teacher Credentialing Commission has defined statewide standards for teacher education that require programs at any institution to be equal to or above standards for other professional programs at the same institution. The C-BEST must be taken at SCDE entry for diagnostic purposes. Passing scores on the test are required for exit and certification. Beginning July 1, 1988, all teachers will be required to become familiar with the uses of computers and technology science in classrooms.

INCENTIVES: The legislature has appropriated funds for forgivable loans to students in defined areas of critical shortage. The loans have been refunded for 1986-87.

1983 legislation created the California mentor teacher program. Mentor teachers are selected on the basis of exemplary teaching and may receive additional pay for curriculum development and work with other teachers; 60% of a mentor's activity must be classroom teaching. Under this optional program, up to 5% of a district's teachers may be mentors. Mentors receive a $4,000 stipend, half of which is paid by the state and half by the district. The mentor teacher program has been implemented in the state's largest district.

SB 813 requires that a minimum beginning teacher salary of $18,000 be in place by 1986-87.

IRREGULAR CERTIFICATION ROUTES: A student with a bachelor's degree who meets the C-BEST requirement may enter a two-year internship under a mentor teacher. This is applicable only in districts that have chosen to participate in the mentor teacher program. Certification through this program is limited to secondary-level teaching. Mentor teachers assist the intern who, at the end of two years, may be recommended for full certification. LEA-IHE cooperation is reported in the development of professional programs for irregular certification candidates.

PROGRAM CURRICULA: The Commission for Teacher Certification requires that at least two-thirds of each subject area program be directed toward what is taught in the high school. In July 1985 the life credential was abolished.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT FOR SCDEs: SB 813 requires every teacher education faculty member who teaches methods courses to periodically spend time in a public school. Part of this requirement includes classroom instruction. The regulations

require a methods instructor to spend 25% of one semester in public school every three years.

RESOURCES FOR PRACTITIONER INSERVICE: The SEA provides funds for some inservice projects and maintains 15 teacher education and computer centers. Districts play a large role in organizing and arranging inservice education. The SEA provides funding for approved inservice programs at the school, district, and county levels.

EVIDENCE OF MAINTENANCE OF EQUITY: There is continuous concern with the impact of changing standards on minority enrollment. The SEA is working with state universities to prepare for changing ratios, equal opportunity, and outreach programs. The state has awarded grants to bilingual students preparing to teach in bilingual environments.

AACTE
5-86

COLORADO

STANDARDS: A score above the 75th percentile on the CAT is a criterion for entrance into a teacher education program. In addition to the CAT requirement, one of the following criteria must be met for entry to teacher education: The student must have graduated in the top 50% of his/her high school class, achieved a 950 or above on the SAT, a 19 or higher on the ACT, or a 2.5 GPA in 30 hours of higher education course work.

A professional-knowledge examination will be required of all certificate candidates beginning in 1987. The NTE will be pilot tested for use in 1986-87.

1984 legislation, HB 1338, mandated the statewide performance evaluation of teachers. State guidelines were developed this last year. Beginning July 1, 1986, LEAs are required to design their own evaluation instruments along these state guidelines. Effective September 1, 1988, recertification will be tied to performance evaluation. Each certified staff member must have a completed recertification plan 24 months prior to the expiration of his/her certificate. Districts are required to remediate where deficiencies are assessed.

INCENTIVES: A program has been established to provide scholarships for six outstanding teacher education students each year.

A beginning teachers program is scheduled for implementation in January 1987. A three-year provisional certificate will be issued to initial candidates. Provisional teachers will be provided additional support under the performance evaluation scheme.

IRREGULAR CERTIFICATION ROUTES: An individual may be provisionally certified if he or she has a bachelor's degree, scores in the 75th percentile on the NTE, meets course requirements in the teaching subject, agrees to complete an approved teacher education program within three years, and participates in an intensive workshop at an SCDE before employment.

PROGRAM CURRICULA: Content on child abuse is required, and computer literacy is being discussed. New certification requirements mandate 100 clock hours of prepracticum experience before student teaching and 400 clock hours of full-time student teaching. On March 30, the Colorado Commission on Higher Education recommended and the Assembly subsequently adopted that state institutions no longer offer baccalaureate majors in elementary, secondary or teacher education.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: A state-funded study on student achievement and a study on first- and third-year evaluations of

new teachers are being conducted. Data must be used by institutions of higher education for program improvement.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Institutions of higher education, state agencies, and local school districts work in conjunction to provide inservice education. Six credit hours are required every five years. Four of these may be in the form of inservice education and at least two must be from an SCDE. Currently, LEAs must submit inservice proposals to the SEA to provide inservice credit. This requirement will lose effect after 1988.

EVIDENCE OF MAINTENANCE OF EQUITY: The issue has been discussed but no action taken.

AACTE
5-86

CONNECTICUT

STANDARDS: Revisions in entry and exit standards for teacher education programs are being implemented in 1985-86. Under the new standards, students entering a teacher preparation program are required to have a 2.67 GPA and to achieve a passing score on a state-developed basic skills test. The Connecticut Competency Exam for Prospective Teachers (CONNCEPT) was developed for this purpose. Students with SAT scores over 1000 with no less than 400 on either the mathematics or verbal sections are allowed to waive the CONNCEPT requirement. Upon completion of their professional preparation, students will be required to pass an exit assessment. The process for the exit assessment is currently being developed by the state department of education.

INCENTIVES: In 1985 the governor's Commission on Excellence and Equity in Education reported the following series of recommendations: (1) A five-year program of teacher education should be required of all prospective teachers before their formal entry into the profession. (2) The feasibility of establishing a professional standards board should be studied by the state board of education. (3) The state should establish a new statewide induction process having a strengthened supervising teacher/beginning teacher program and a strengthened beginning teacher support and assessment program. (4) The state should explore innovative personnel practices by creating a local development grant fund awarded to districts seeking to design and implement such programs as career ladders, differentiated staffing, and professional teacher evaluation systems. (5) The state should set a minimum teacher salary and include a one-year cost-of-living adjustment effective for three years. (6) The state should fund both the entire increase in costs of the minimum salary and a major portion of the costs of a voluntary three-year incentive program to increase salaries for teachers at all levels.

The 1986 legislature is currently considering a bill that would allocate $1 million for $1,000 stipends to 1,000 mentor teachers in the cooperative induction program. The legislature is also considering the salary adjustment clause with a minimum beginning teacher salary target of $20,000.

For students choosing to study in shortage areas, a loan up to $5,000 is available. Twenty percent of this loan is forgivable for each year of teaching in the state. An ELEET loan program has been established for high school seniors who want to enter teacher education programs in math or science and have a combined SAT score of 1200. These loans are $3,000 a year with a maximum of $12,000 for use at a public institution or $5,000 per year with a maximum of $20,000 at a private institution. Ten percent of the loan is forgiven for teaching one year in Connecticut, 25% for two years, 45% for three years, 75% for four years, and 100% for five years.

IRREGULAR CERTIFICATION ROUTES: The 1986 legislature is

considering a certification program through which candidates with bachelor's degrees or higher who meet the testing requirements would be given provisional certification following completion of a special beginning teacher support and assessment program. The option will not be available until after 1987.

PROGRAM CURRICULA: A revised certification system is being considered by the 1986 legislature. Under this three-tier system, an initial certificate would be given to first-year teachers. They would work with a support and assessment group to meet 15 competencies throughout the year and then would be eligible for a provisional certificate. This certificate would be valid for eight years, during which teachers would be required to complete 30 credit hours beyond their bachelor's degree. The courses must relate to their teaching subject. Candidates would then be eligible for a professional certificate, which requires nine continuing education units every five years for renewal. After May 1, 1987, all prospective teachers must pass a course in mainstreaming.

CAPACITY BUILDING FOR SCDEs: Proposed standards require institutions of higher education to present evidence of support for SCDEs, not only in funding, but also in recognition of SCDE programs and faculty as important contributors to the institution.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): Proposed regulations require SCDEs to present plans for the professional development of their faculties. SCDEs must adhere to clearly stated hiring practices to maintain faculty quality.

RESOURCES FOR PRACTITIONER INSERVICE: The governor announced additional funding for education, some of which would be directed toward professional development/inservice education. Support for teacher inservice programs generally is conducted through regional service centers. These centers, as well as LEAs, or the SEA may contract with IHEs for professional development services. Twenty-four summer training sessions for teachers, funded through the state, were started in 1984 and will expand in 1985-86. Teachers are paid to attend these sessions. When certification standards are revised, it is expected that credit for these sessions will be applicable for recertification.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

NOTE: The Connecticut legislature, concluding an extraordinary session on June 6, 1986, passed a comprehensive education reform initiative that includes a number of provisions noted in this profile. Details will follow in the Fall edition.

DELAWARE

STANDARDS: A GPA of 2.5 overall and 2.75 in the teaching major are required for certification. The basic skills sections of the P-PST are also required. Before exiting from the SCDE, the candidate must achieve scores at the following levels: reading, 175; mathematics, 175; writing, 172.

INCENTIVES: The governor's Education Improvements Monitoring Committee is establishing guidelines for career development and accountability programs for school employees. This committee is chaired by the governor who has indicated that performance review systems, defined instructional and noninstructional duties, and development of teacher incentive programs are priorities. Funding for teacher salary increases was signed by the governor but held in escrow in each district until local incentive programs are developed. The SDE requires compliance with the department's guidelines for evaluation.

Funds for forgivable loans for students who will teach in critical shortage areas have been appropriated. A proposed increase in funding for this program is under consideration.

IRREGULAR CERTIFICATION ROUTES: An alternate means to obtain full standard certification is being implemented for holders of a bachelor's degree in a subject designated as a critical curricular shortage area, provided they have met the P-PST requirements. Issued a limited standard certificate, these individuals may participate in summer institutes, LEA or teacher center inservice training, or formal professional instruction. The individual has one to three years to complete a state-approved program to receive a full standard certificate. Most programs will be cooperatively run by the three institutions of higher education that prepare teachers in Delaware. Critical areas include: mathematics (grades 7-12), chemistry, physics, computer science, and exceptional education.

PROGRAM CURRICULA: Institutions in Delaware follow NASDTEC standards.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: Reported at the institutional level only.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: State-supported inservice education is provided by SEA programs, approved LEA programs, and teacher centers located in each of Delaware's institutions of higher education.

EVIDENCE OF MAINTENANCE OF EQUITY: The state is conducting a longitudinal study on the use of teacher testing, which will include ramifications for minority populations.

AACTE
5-86

DISTRICT OF COLUMBIA

STANDARDS: A 2.5 GPA in general studies and examinations in basic skills, professional knowledge, and subject areas are under consideration as certification standards.

INCENTIVES: A mentor teacher program began in the fall of 1985. First-year teachers receive assistance from experienced teachers and participate in instructional support activities. Training for mentor teachers was held in the summer. Mentor teachers receive professional development support and a $2,000 stipend for participating in the program. This program is now funded on a continuing basis.

IRREGULAR CERTIFICATION ROUTES: A temporary certificate may be issued to a straight discipline major who has obtained a letter of eligibility from the department of education. The individual must complete requirements for the standard certificate within five years.

PROGRAM CURRICULA: Approved teacher education programs use NASDTEC standards.

Recent changes in certification include a required course on the sociology of urban youth. This course may be taken from an institution of higher education or as inservice credit.

CAPACITY BUILDING FOR SCDEs: No activity reported.

RESEARCH/DATA/EVALUATION: The SEA awards grants for public school evaluation.

FACULTY DEVELOPMENT (SCDEs): No activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The District of Columbia Education Agency maintains a department of staff development that establishes inservice programs. These programs are based on evaluations of the area's needs. Credit is offered for noncollegiate activities such as travel.

EVIDENCE OF MAINTENANCE OF EQUITY: Some discussion has occurred as a result of testing proposals.

AACTE
5-86

FLORIDA

STANDARDS: The legislature has set 840 as a minimum SAT score for admission into teacher education programs. A 10% per university special acceptance factor allows admission to students who fail to meet the minimum SAT score but are considered to be positive high risk.

All teachers seeking a regular teaching certificate must take and pass the Florida Teacher's Exam. Approximately 85% of those taking the examination pass. The number of times the exam may be taken is not limited. All teachers seeking regular certification must satisfy the requirements of the Florida Beginning Teacher Program. A written examination of subject competency is also required by law. The test has not been developed.

The 1985 legislature reauthorized with minor modifications the Education Standards Commission and the Educational Practices Commission.

In 1985, the governor vetoed certification legislation that had been passed unanimously by both houses of the legislature. On October 1, 1985, the state began operating its certification system without benefit of statute but under continuance of existing rules, per vote of the SBE. The legislature is now considering slightly modified language, which is expected to pass and receive the governor's signature. *

Following a report on teacher education presented to the chancellor last August 1, the board of regents established priorities and designated ad hoc subcommittees made up of deans from the state university system of SCDEs and schools of arts and sciences. Areas of study included criteria for evaluation of cooperative doctoral programs, minority teachers, bilingual education, and multicultural initiatives and issues. The subcommittees were disbanded by action of the vice chancellor in May 1986.

INCENTIVES: Scholarships are offered in subject areas experiencing critical shortages, which currently include English, mathematics, science, computer science, and special education. Forgivable loans are available for teachers who will teach in rural or inner city areas. A tuition reimbursement program is available to people with a degree and professional experience in a critical shortage area; this program helps pay tuition costs for candidates pursuing certification course work. A visiting scholars program encourages people with doctoral degrees to teach a year in a public school system. A Challenger Scholarship, honoring astronaut Christa McAuliffe, has been initiated for graduate study in education.

*NOTE: The legislature passed HB 1183 on June 6, 1986. Details on the new law will be included in the Fall edition.

The 1985 legislature created three new incentive programs: (1) Chappie James Most Promising Teacher Scholarship Fund that offers four-year scholarships (forgivable loans) to a top graduating senior from each public high school, (2) a fellowship program for arts and sciences graduates seeking certification through a master's degree, and (3) a Center for Career Development that includes a teacher referral and recruitment system. Current-level funding is expected for all loans and scholarships from the 1986 legislature.

The Florida Omnibus Education Act of 1984 revised and clarified legislation from the 1983 session on performance-based pay for teachers. 1985 legislation requires a comprehensive review of the master teacher program. Two programs have been piloted--a master teacher program and a district quality-instruction incentives program. In the former, teachers may become master teachers after first serving as associate master teachers. Qualifications for the associate master teacher are: (1) four years of teaching experience with at least two years served in Florida; (2) a master's degree in the teaching field, a certificate of vocational training, or the attainment of a superior score on a subject examination; (3) superior performance, as evaluated by the principal, on the state board-approved evaluation system. The qualifications for master teacher are similar except the performance results must exceed those for associate status. Associate master teachers expect to receive an additional $3,000 per year. Due to difficulties in the implementation stage, the legislature is currently considering alternative career ladder programs, including a new master-teacher incentive program.

The governor recommended a 7.86% overall teacher salary increase with the following increments for minimum beginning teacher salaries: $18,000 in 1986-87, $20,000 in 1987-88, and $22,000 in 1988-89. Action is pending.

The governor's Professional Teachers Task Force in February recommended strategies for improving the professional status of teachers. Recommendations include the improvement of the classroom environment, reduction of class size, improvement of supplies and materials, and local recognition of superior teacher performance.

IRREGULAR CERTIFICATION ROUTES: Arts and sciences graduates with a 30-hour major in a certifiable area may obtain a temporary certificate and complete a modified Florida Beginning Teacher Program. A reduced class load and supervision/evaluation are part of the first-year program for these persons. Districts will receive $900 per program participant. These certificates are currently being used only by counties experiencing supply shortages.

PROGRAM CURRICULA: Approved programs are required to show evidence of program components related to competencies identified with the research base of the Florida Performance Measurement System. Course work in identification of child abuse and mental health of students (including suicide prevention) is also required. The governor's task force recommended requiring NCATE accreditation for program approval. This recommendation will be reviewed by the state university system's academic vice presidents in June 1986.

CAPACITY BUILDING FOR SCDEs: From 1983 to 1985, $500,000 was set aside for teacher education programs to improve the clinical/internship component of their programs. Funds were extended for some universities for 1985-87.

RESEARCH/DATA/EVALUATION: The state department of education regularly collects data on performance of approved program graduates on the Florida teacher certification examination and the beginning teacher program.

State board of education rules adopted in 1985 require approved programs to conduct on-site evaluations of program graduates and to provide follow-up instruction in areas of identified weakness. No funding is provided for these procedures. SCDEs are collecting data on a random selection of students.

FACULTY DEVELOPMENT FOR SCDEs: No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: A new certification proposal calls for a middle-childhood-education certification area, and some funding for staff development has been provided. The 1986 legislature and the standards board will be asked for recommendations for this bill's implementation.

Each district has a teacher education center or a regional center available for use. Components of a district's master plan are used to develop programs at the teacher centers. The 1985 legislature continued funding for the summer institutes created in 1974. Institute topics were extended from mathematics, science, and computer education to include educational alternatives, foreign languages, and textbook selection.

Also continued were funding for programs of excellence in mathematics, science, and computer education. Expanded funding was granted to five regional centers of excellence.

EVIDENCE OF MAINTENANCE OF EQUITY: The Florida Equity in Education Act reinforced and integrated previous legislation that forbids discrimination in education.

AACTE
5-86

GEORGIA

STANDARDS: In 1985, the legislature passed a comprehensive education bill, the Georgia Quality Basic Education Act. The bill requires increasing the GPA to 2.5 for entry into teacher education programs and to 3.0 for administrator preparation. The initial renewable certificate will now require the passage of a test battery assessing content knowledge and skills, general knowledge, and oral and written communication skills. To renew, an applicant must pass a subject matter test. Testing instruments are now being considered.

Principals and master teachers use the Teacher Performance Assessment Instrument (T-PAI) to evaluate new teachers and help them improve their skills. Support is provided, and results from the T-PAI are sent back to the institution from which the new teachers were graduated.

INCENTIVES: For some years Georgia has had a state loan program for students in high-demand areas, currently defined as special education, mathematics, and science. Impact has been relatively minor due to the small amount of available money. The governor's commission (noted above) recommended expanding the loan program.

Teacher salaries were raised 7.1% in 1985. A 5% teacher salary increase for 1987, and a minimum beginning teacher salary of $16,800 were passed by the 1986 legislature. A statewide career ladder system has been recommended.

IRREGULAR CERTIFICATION ROUTES: The Georgia Quality Basic Education Act establishes a probational certificate for prospective teachers with a bachelor's degree but no teacher preparation courses. Candidates are required to take five quarter-hours in human growth and development, to achieve a passing score on certificate examinations, and to complete a one-year teaching internship similar to that required of all beginning teachers.

PROGRAM CURRICULA: The Board of Regents is surveying pass rates on the teacher certification tests for 1985-86. Those teaching-subject departments with low pass scores will be placed on probation with directions for program improvement. Public colleges and universities with such programs are directed to make necessary changes. This review process will not continue in 1986-87.

The Quality Education Act requires all candidates for certification to complete course work in human growth and development and identification of children with special needs.

An external review committee is currently conducting a study for the improvement of undergraduate teacher education in Georgia. Recommendations are expected this summer.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: The Quality Basic Education Act establishes funding authority for the SBE to conduct educational research. The SBE may contract with outside agencies for this purpose.

FACULTY DEVELOPMENT (SCDEs): A governor's commission recommended an Institute for Professional Development to upgrade collegiate faculty. The commission also recommended a "faculty swap" program to give faculty an opportunity to periodically teach in public schools.

RESOURCES FOR PRACTITIONER INSERVICE: The 1986 legislature appropriated a $5 million increase in annual monies to school districts for staff development. Each system must submit a staff development plan to the state department. Ten quarter-hours or an equivalent in state-approved development programs are required for recertification. These may not be CEUs, and they require assessment/evaluation.

The Georgia Leadership Academy provides opportunities for administrators to meet and discuss their concerns at regional and state meetings.

EVIDENCE OF MAINTENANCE OF EQUITY: Equity is reported as a major concern. The leadership academy speaks to this issue with funds directed toward minority training.

AACTE
5-86

STANDARDS: Teacher education program applicants must have a 2.75 GPA or above in general studies courses. A basic skills test for program entry has been discussed. The NTE will be required of all teacher candidates starting this fall.

INCENTIVES: Funds have been appropriated to attract arts and science graduates in shortage areas to receive department-funded teacher education course work. Current shortage areas are chemistry, physics, mathematics, and school counseling.

Teachers' salary increases have been negotiated to levels more competitive with other professions.

A public relations effort is underway to recruit students from other disciplines into teacher education programs.

IRREGULAR CERTIFICATION ROUTES: In September 1986, the SDE will institute an irregular certification route for inservice teachers who seek certification in critical shortage areas outside their teaching discipline. The route requires teaching experience and passage of the appropriate NTE.

PROGRAM CURRICULA: NASDTEC standards are followed closely with some additional requirements imposed by the SEA. Additionally, IHEs will be required to measure their graduates against the SEA's competency assessment program, "Profile of an Effective Department Teacher." This assessment program is part of PATH (see below).

Four certification levels are available in Hawaii depending on academic degrees and experience.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): The possibility of an exchange program for administrators and teachers is under discussion.

RESOURCES FOR PRACTITIONER INSERVICE: The SEA has designated some monies to implement inservice programs. In agreement with the universities, the state agency hires university faculty and classroom teachers to provide inservice courses at the postgraduate level. The SEA underwrites a portion of the costs of many courses.

There is a three-year cycle of inservice education with courses from the universities transported to the six islands. The current cycle includes training for vice-principals. The SEA has established a new program, Project for Assessing Teachers in Hawaii (PATH). Through this computer-assisted program, teachers plan an individualized performance evaluation based on selections from over 300 performance objectives. Teachers meet with

principals to assess their progress and identify other needs.

EVIDENCE OF MAINTENANCE OF EQUITY: Impact of the use of the NTE on minorities has been considered. Provisional admission is provided at major universities for minority students who do not meet minimum scores on standardized tests.

Efforts are underway to recruit underrepresented populations in both administrative and teaching areas.

AACTE
5-86

IDAHO

STANDARDS: The Professional Standards Commission is considering the testing of teachers before entry into the profession. A report is expected in the fall of 1986. Effective in 1984, SCDEs were required to report GPAs of their students and to compare these with other groups of students on campus. Most IHEs have increased the GPA for SCDE entry to 3.0.

INCENTIVES: The 1985 legislature passed a $10 million bill to pay for career ladder program development. No additional monies were appropriated; however, most of the 116 districts have begun preparing programs for implementation prior to the allocation of funds.

A proposal to fund teacher salaries at the 1982 national average was defeated in March.

IRREGULAR CERTIFICATION ROUTES: The standards commission was assigned by the SBE to consider irregular certification routes.

PROGRAM CURRICULA: The SEA has proposed modest changes in program and certification standards. These changes require that individuals teach only at the grade level where proper certification or endorsement has been issued. Funds are withheld from LEAs for noncompliance. Six credit hours must be earned every five years for recertification. Three of the six hours must be earned at an SCDE.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: During 1985-86, the Idaho Department of Education conducted a study of the supply/demand of teachers in the state. It will be printed and made available this summer.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: As of September 1, 1985, all LEAs were required to submit to the SEA a report of professional development activities. SCDEs work with school districts on inservice activities. These activities are funded by the LEAs.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

ILLINOIS

STANDARDS: In August 1985 the governor signed into law SB 730, a comprehensive education reform package. The bill requires institutions of higher education to be accountable for the basic proficiency in math, science, and language arts of all students entering SCDEs. The methods for assessing these proficiencies are left to the discretion of the institution. IHEs must report their methods and timelines for assessment to the SEA.

New regulations also require IHEs to provide remediation to anyone not meeting SCDE entry standards. A skill building/remediation program must be developed for each SCDE and reported to the certification board.

An initial certification test in reading, writing, grammar, and math, along with a subject matter examination, are mandated for development and implementation by July 1, 1988. Pilot administration of a state-developed basic skills and subject matter examination will take place in 1986-87.

INCENTIVES: The 1984 and 1985 legislatures funded a master teacher program that provided $1,000 stipends to 500 teachers in the state. Those teachers, chosen by regional committees, assumed the duties of instructing other teachers for three days a year. Funding will not continue in 1986-87. A study of career compensation pilot programs was funded for 1985-86; the $3.5 million are supporting seven pilot programs in school districts and are designed to develop a range of different career compensation plans to recognize and reward teachers. These plans include merit pay, career ladders, or extended first-year teaching programs.

A scholarship program for persons who will teach in "need" areas was funded at $263,500. These funds are intended for persons preparing initially or seeking to retrain in shortage areas. These scholarships were allocated on a first-come-first-serve basis in 1986-87, but will be competive in 1986-87.

IRREGULAR CERTIFICATION ROUTES: No state-level activity reported.

PROGRAM CURRICULA: The 1985 educational reform legislation calls for assessment of basic skills proficiency at entry to teacher education. The legislation also calls for a strengthening of the liberal arts preparation, particularly for elementary candidates.

The SBE is currently conducting an analysis of teacher education trends. Concurrently, a reviw and reassessment of certification standards and a feasibility study of fifth-year internships are being conducted. Reports to the General Assembly are expected in July.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: The state board of education is required by the 1985 legislation to collect and report on the characteristics of students in teacher education programs. The legislation also requires the SBE to monitor trends in student enrollment within teacher education.

FACULTY DEVELOPMENT (SCDE): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs must have an approved professional development plan for their teachers. Institutions of higher education will be encouraged to work with LEAs in designing staff development programs. The legislature allocated $3 million for LEAs to conduct approved programs.

SB 730, requires LEAs to develop, in cooperation with teachers or/and teacher organizations, an evaluation plan for all tenured teachers. The following specifications must be met:
(1) Evaluation must occur every two years beginning in 1986-87. (2) Each teacher must receive a description of duties and responsibilities by which he or she will be evaluated. (3) The assessment of administrators must be conducted by independent evaluators. (4) Teacher evaluators must be adequately trained. (5) Ratings must include performance scales. Unsatisfactory ratings require a one-year remediation plan. Teachers failing to receive a satisfactory rating after the remediation period must be dismissed.

EVIDENCE OF MAINTENANCE OF EQUITY: This issue is being addressed at the state level. Needs assessment and skill-building services are proposed for minority populations. The state's General Assembly has authorized an Equal Employment Opportunity Administrative Scholarship program for women and minorities wishing to pursue graduate administrative preparation degrees. The 1986 legislature allocated $131,500 to implement this program.

AACTE
5-86

INDIANA

STANDARDS: In 1985, high school requirements were raised to include additional credits in mathematics, science, and English. The state has experienced notable teacher shortages in these areas.

The NTE core battery examination has been required for certification since July 1, 1985. Cutoff scores are set at 653 for communication skills, 647 for general knowledge, and 646 for professional knowledge. Use of the speciality tests will be in place by July 1, 1987. At SBE request, the legislature postponed subject testing for one year to allow development of tests in subject areas not included in the NTE. Cutoff scores are now being established for the Indiana Tailored Testing Program.

INCENTIVES: The 1986 legislature has enacted tax incentives for businesses to employ mathematics and science teachers during the summer. Small forgivable loans will continue for licensed teachers who wish to retrain in mathematics, science, and special education. "Project Prime Time," which provides additional funding to LEAs maintaining an 18:1 pupil-teacher ratio, has been implemented in most school districts. Funding for Project Prime Time has been increased for 1986-87. A legislative initiative on merit pay for teachers is anticipated this session and a teacher quality bill is anticipated in 1987. A beginning teacher induction program is currently being discussed.

IRREGULAR CERTIFICATION ROUTES: A Task Force on Human Resources and Development is studying models for irregular certification.

PROGRAM CURRICULA: Individuals earning a master's degree must have at least 18 hours in the subject field(s) that appear on their license, with a minimum of 12 in the major and six in the minor. The current license regime will be reviewed over the next two years.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Effective in 1990, Indiana will discontinue the life certificate, which now requires a master's degree and three years teaching experience. In its place, a five-year certificate will be issued, with renewal based on continued education through inservice or college credits.

LEAs are required to gain state approval for inservice programs that grant credit in continuing renewal units. Credit-granting programs may only be offered through IHEs. Regulations are now being established to require 6 semester hours for recertification.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

STANDARDS: The 1985 Iowa General Assembly passed a comprehensive education package titled the 1990 Review Process Act. The intent of the legislation is to implement the recommendations of the legislative Task Force on Excellence in Education, which were published in the report First in the Nation in Education.

A one-year pilot program to test candidates exiting from teacher preparation programs was conducted in 1985-86. The P-PST, NTE professional knowledge, and NTE specialty tests were used. Results will determine further board action.

INCENTIVES: The 1987 legislature is expected to consider a study bill to establish minimum salary scales.

A scholarship/loan program is in place for students entering mathematics and science education. Funding will continue in 1986-87.

IRREGULAR CERTIFICATION ROUTES: No state-level activity reported.

PROGRAM CURRICULA: In February the department of public instruction adopted new certification and institutional program approval regulations. The regulations require practitioner advisory committees be established for each IHE to advise on program design. Child development and methods classes must be specific to the grade level of the certificate being sought.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: The 1985 legislation established an educational research foundation and included start-up funds of $100,000. It is anticipated that the 1986 legislature will appropriate operating funds for the next few fiscal years. It is expected that the foundation will be supplemented by contributions from business, industry, and private donors. Included among the foundation's responsibilities will be research in education issues, collection and dissemination of education information, and development of innovative and cooperative programs for school districts.

FACULTY DEVELOPMENT (SCDEs): Faculty development programs have been proposed, but no state action taken.

RESOURCES FOR PRACTITIONER INSERVICE: Funds were allocated in 1985 to establish inservice programs to improve mathematics and science teaching. No additional funds were allocated for 1986-87. Under the new certification requirements, six hours of inservice education are required every five years. Three hours must be earned through an SCDE. Administrators must also complete inservice credit every five years.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

STANDARDS: After May 1, 1986, the P-PST will be required for initial certification. Cutoff scores are as follows: reading, 168; mathematics, 168; and writing, 170. A score of 642 on the NTE professional knowledge test is required. A 2.5 overall GPA is required of persons seeking initial certification. All state schools require a 2.5 GPA for junior-year admission into a teacher preparation program. A summary report on the first year of testing is due to the state board in November 1986. The SBE is expected to raise the test-score requirements at that time.

INCENTIVES: The state board and Kansas State University have a federal grant to provide technical assistance to LEAs choosing to implement incentive structures. A policy and model for merit pay and career ladder plans was transmitted to the legislature in January 1986, but no action was taken. A teacher scholarship program also failed in the 1986 legislature.

Funding to select or develop an assessment instrument and to begin development of a training program as part of a one-year teacher internship was provided by the 1985 legislature. The SBE's plan calls for supervision by a team including senior teacher(s) and a certified practicing administrator. The small pilot program will commence in 1987.

IRREGULAR CERTICATION ROUTES: Provisional certificates are available to candidates in critical shortage areas. These certificates are good for one year and renewable only on the basis of continued professional study in an approved teacher preparation program.

A certified instructor also may be endorsed provisionally in his or her minor field without meeting the initial endorsement requirements.

PROGRAM CURRICULA: NASDTEC standards are used with some modifications. No changes are anticipated at this time.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: In 1983 the SEA adopted the Kansas Inservice Education Plan, which requires LEAs to submit inservice plans for approval to grant renewal credit. Recertification can be obtained through university course work or inservice credit. A student with a bachelor's degree must earn at least one-half of his or her service credits from a college or university. A master's degree is not required for recertification. The Kansas Inservice Education Opportunities Act was passed in 1984 and funded in 1985. Districts with SBE

approved programs can receive reimbursement for one-half of their actual costs or one-fourth of one percent of their general fund operating budget, whichever is less.

EVIDENCE OF MAINTENANCE OF EQUITY: This issue is being addressed as part of current validation studies.

AACTE
5-86

KENTUCKY

STANDARDS: In 1985, the state set new requirements for admission into teacher education programs. These include a GPA of 2.5 in the major, 2.5 in professional course work, and 2.5 overall. Graduating teacher education students are required to take the NTE. The SBE has established passing scores for the three main sections of the test at general knowledge 637, professional knowledge 641, and communication skills 643. All prospective teacher education students must also pass a basic literacy exam and a mathematics proficiency exam. The Comprehensive Test of Basic Skills is used. The cutoff scores are established by each SCDE and must be reported to the state department.

INCENTIVES: The legislature has appropriated money for loans to mathematics and science majors for recruitment and retraining. The loan program forgives a year of loan for each year of mathematics or science teaching in the state.

The 1986 legislature appropriated monies for scholarships for outstanding students to enter teacher education. In 1986-87 $500,000 was granted, increasing to $1 million in 1987-88.

In a special session in July 1985, the legislature passed the Education Improvement Act. A career ladder plan was mandated for development at that time, and a committee was assigned to study options. Beginning July 1986, 5 to 10 LEAs will pilot programs. The reports for each program are due for the 1988 legislature.

The July 1985 extraordinary session also resulted in work condition incentives such as reduced class size and duty-free lunches. A 5% annual teacher salary increase was assured for fiscal years 1986-88.

IRREGULAR CERTIFICATION ROUTES: When a fully certified teacher is unavailable, an LEA only may request that an uncertified person be employed as an adjunct instructor. The Council on Teacher Education and Certification is currently studying options for irregular certification. Their report is expected in August.

PROGRAM CURRICULA: The state department of education has instituted a new "Three Level Plan" offering certificates in early elementary (grades K-4), middle grades (5-8), and secondary (9-12). The secondary education curriculum is competency-based and increases the number of course hours in professional training from 20 to 25. The number of field and clinical hours has been set at 150 and student teaching increased from eight to 12 weeks. The middle grade curriculum increases the number of course hours in professional training from 27 to 30, requires two academic specializations of 24 semester hours each, and requires 150 field and clinical hours. These requirements have been in place for two years and are currently being evaluated.

The SBE and the Council on Teacher Education and Certification are considering teacher education approval standards. Recommendations being studied include the rationalization of certification categories, competency based teacher education programs, and strengthened accreditation standards.

A beginning teacher internship program began in 1985-86. An evaluation workshop for participants in the program took place in May.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: Some research is conducted jointly by the SBE and the Council on Teacher Education and Certification.

FACULTY DEVELOPMENT (SCDEs): Two faculty workshops were held by the SDE on helping rural and minority students improve test-taking skills. Seven IHEs have formed two consortia to plan and implement programs supported by ECIA Chapter 2 funds obtained by the state for this purpose.

RESOURCES FOR PRACTITIONER INSERVICE: The state has mandated four days per annum of inservice education. Salaries are paid from state funds, and inservice programs are provided by LEAs. In some areas, consortia of LEAs work cooperatively with institutions of higher education to provide inservice activities. Because the state does not directly fund inservice education, some programs are supported by ECIA Chapter 2 funds. Inservice education for teachers is currently under study in the state. A recommendation to end the master's requirement for recertification has been sent to the council.

EVIDENCE OF MAINTENANCE OF EQUITY: The state department of education is conducting a study to determine the effects of new requirements on all minority students.

AACTE
5-86

LOUISIANA

STANDARDS: THE 1985 legislature mandated compulsory kindergarten and required Louisiana's entry into the Southern Regional Education Compact. Effective in September, entry into teacher education programs will require scores of 644 on the NTE general knowledge examination and 645 on the communication skills portion. Each SCDE is permitted to admit an additional 10% of the total number of qualifying students, although the 10% may not have met the testing standards. However, they must meet all other criteria, such as a 2.2 GPA and entry interview. All principals seeking initial certification after August 1986 must take and pass the NTE administrator area exam.

INCENTIVES: A scholarship/loan program was established for education majors with an ACT score of 22 or higher. Students may receive $8,000 for four years, which will be forgiven if the individual teaches for four years in Louisiana. The 1986 legislature did not appropriate funds to support this program.

A 1985 House resolution provides LEAs with awards of $500 for Outstanding Teachers of the Year. The funds will be available beginning 1986-87.

A pilot program for teacher interns began in January. An assessment instrument is currently being developed. All principals will be required to undergo training in evaluation and assessment of beginning teachers.

1985 legislation, SB 887 created the Teacher Incentive Pay Models Program. The SDE has invited each city and parish to submit proposals for incentive-pay pilot programs. Ten of these will be funded during the 1986-87 school year. Three of the 10 will be funded for expanded implementation in 1987-88.

IRREGULAR CERTIFICATION ROUTES: An individual with a bachelor's degree, a 3.0 overall GPA, and who has met the NTE requirements may be certified. LEA approval is required. Candidates are supervised through an SCDE and all certification requirements must be met.

An alternate route for postbaccalaureates is also available. Individuals must complete specified general education requirements before entering the classroom under the supervision of an SCDE.

PROGRAM CURRICULA: The Board of Elementary and Secondary Education has asked the Council of Deans to review the requirements for program approval and certification. Tighter sequencing of courses is under consideration.

The 1985 legislature deleted a requirement of three hours of job counseling before entry to teacher education. HB 1160 requires that all graduate work be in the certificate holder's teaching field to qualify for advancement on salary increments. The legislation will take effect July 1, 1986.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: 1985 legislation requires the board of regents to report the performance of all undergraduates to their local school systems.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Three new professional development centers were authorized in 1985. Inservice is provided by the LEAs. The SEA has a professional improvement program that provides salary increments on the basis of accumulated service and university credits. This program will be phased out in 1986-88.

1985 legislation requires all administrators to earn credits for certificate renewal.

Last year's legislature authorized parishes with more than 450,000 average daily attendance to establish trusts for professional development programs.

EVIDENCE OF MAINTENANCE OF EQUITY: The provision that allows up to 10% of those students not meeting the minimum NTE score for admission into a teacher preparation program was developed with the equity issue in mind.

AACTE
5-86

STANDARDS: High school requirements have been changed to include additional science, mathematics, social studies, fine arts, and computer proficiency. These requirements were implemented during the 1985-86 school year. Resulting teacher shortages are not substantiated at this point.

Effective in September 1985, the NTE core battery is used for initial certification. A three-year validation period is in effect before cutoff scores are set.

A task force is currently considering use of the NTE professional knowledge and area exams for certification.

INCENTIVES: A $2,000 stipend is available to teachers in 1985-86. The first $1,000 was paid in February and the second $1,000 will be paid in August. A minimum teacher salary of $13,500 was established. This will increase to $15,500 in 1987-88.

The Blainhouse Scholars Program implemented in summer 1985 provides up to $1,500 of tuition aid per year. Fifty percent of the loans will go to students entering teaching fields; 25% will be available to students in any discipline; and 25% is earmarked for current teachers for professional development. The program is funded at $950,000 for 1985-86, increasing to $1,445,000 for 1986-87, and $1,945,000 for 1987-88.

IRREGULAR CERTIFICATION ROUTES: At an LEA request, when no certified individual is available, a person may be given a provisional certificate following a transcript analysis. If deficiencies are found, SCDE course work is recommended.

PROGRAM CURRICULA: The SEA is analyzing the use of NASDTEC and NCATE standards for program approval.

Certification changes to be implemented by 1988 have created three levels of certification: (1) Provisional certificates are granted to graduates from approved programs and individuals with bachelor's degrees in other fields who have also met other certification requirements. These are two-year nonrenewable certificates. During the two year period, a support team will work with a new teacher via a teacher action plan and suggest appropriate professional development activities. (2) Professional certificates, renewable every five years, are given after the provisional two years and successful review by the support team (criteria for evaluation are now being established). (3) Master certificates may be awarded after five years of experience to professional certificate holders who have demonstrated involvement in curricular and professional development activities in and outside the classroom. This new legislation is being pilot-tested in 20 LEAs, and following a two-year validation study final legislation will be enacted in 1988.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: SCDEs are involved in the state-funded evaluation of the three-level certification pilot program.

FACULTY DEVELOPMENT (SCDEs): The University of Maine's development centers are working with the SDE in identifying needs of the field. The new certification law pilot results will also determine the areas of staff development that are needed for educators statewide.

RESOURCES FOR PRACTITIONER INSERVICE: There is state funding for school districts to work with SCDEs to establish professional development centers for inservice training. To offer renewal credits, an LEA must obtain state approval.

EVIDENCE OF MAINTENANCE OF EQUITY: All state activities and issues are currently under the direction of the state's affirmative action consultant.

AACTE
5-86

MARYLAND

STANDARDS: The state has validated the NTE for use as a test for certification. Effective April 1, 1986, all initial certificate candidates must take the examinations. Qualifiying scores will be established in 1986-87 and become effective July 1, 1987.

INCENTIVES: The 1985 legislature initiated scholarship funds for individuals with degrees/certificates in other fields to retrain in mathematics or science. The 1986 legislature expanded this program to include new certificate candidates in special education, foreign language, or any designated critical shortage area. Scholarships will provide up to $5,000 per year and will be forgiven for each year of teaching in Maryland. These scholarships are available for the 1986-87 school year. Candidate selection is conducted by the state scholarship board.

From January to April 1987, the SDE will pilot the Maryland Criteria for the Evaluation of Beginning Teachers. Following validation of this instrument, support will be provided to LEAs for the development of required beginning teacher induction programs.

IRREGULAR CERTIFICATION ROUTES: An individual who holds a bachelor's or a higher degree from an accredited institution but fails to meet the requirements for a Maryland standard professional certificate may be issued a provisional degree certificate. This certificate may be requested by a local school system only when a teacher who meets the requirements for a standard certificate is not available. The provisional degree certificate may be issued for one year, with the stipulation that the individual must complete course work while employed. The certificate can be renewed at the request of the local school system.

Two IHEs are currently conducting state-funded studies on alternative programs for the preparation of teachers. One study concentrates on collaborative efforts with SCDEs and local districts. The second study focuses on the preparation for teaching of liberal arts graduates and mid-career professionals.

PROGRAM CURRICULA: No state-level activity reported.

CAPACITY BUILDING FOR SCDES: No state-level activity reported.

RESEARCH/DATA/EVALUATION: The state department of education has asked for proposals from SCDEs to conduct follow-up studies on graduates to determine their effectiveness as teachers. There was some seed money provided for this purpose in the form of small grants given to two institutions to conduct the follow-up studies.

FACULTY DEVELOPMENT (SCDES): In collaboration with the SCDEs and IHEs, the SDE has established the Teaching Effectiveness Network.

This professional development effort aims to improve teaching skills at all levels. Five colleges and universities are involved.

RESOURCES FOR PRACTITIONER INSERVICE: Both local education agencies and institutions of higher education provide inservice opportunities. Districts must receive approval from the state for their inservice programs to receive funding.

EVIDENCE OF MAINTENANCE OF EQUITY: Maryland requires course work in multicultural education and special education as a condition for state approval of teacher education programs.

AACTE
5-86

MASSACHUSETTS

STANDARDS: In 1984 the Massachusetts regents increased requirements for entry into institutions of higher education. These include additional mathematics, English, and foreign language instruction.

The Chapter 188 Acts of 1985 require the development and use of certification tests in communication, language skills, and subject areas. Regulations encourage passage of these exams prior to SCDE entry. $500,000 has been allocated for test development. The state is aiming for 1989 as the implementation year.

INCENTIVES: 1985 legislation requires a minimum teacher salary of $18,000 and a package of forgivable loans for designated shortage areas. The $18,000 minimum is to be implemented over a two-year funding period subject to LEA approval.

The 1985 legislature funded the Horace Mann Scholars Program, which provides $2,500 stipends to teachers who undertake extra supervisory or curricular duties.

The 1986 legislature will consider a loan forgiveness program that is being developed by the board of regents.

IRREGULAR CERTIFICATION ROUTES: The state encourages candidates to follow a program in an institution of higher education where certain requirements may be waived, if appropriate. Although rarely used, it is possible to be certified with a bachelor's degree following a detailed transcript analysis by the state. Since 1982, a modified paid-internship option has been available to certificate candidates meeting most of their professional requirements. The intern must be sponsored by an SCDE or the employing district.

1985 law also provides for an "apprentice teacher" program. Honors graduates meeting the subject criteria may be employed as an intern while meeting certification requirements. Local districts must develop plans in cooperation with the SCDEs to train these interns.

PROGRAM CURRICULA: Massachusetts uses state guidelines for program approval.

Replacement of the life credential was considered in the 1986 legislature but no action was taken.

CAPACITY BUILDING FOR SCDEs: Funds for capacity building are currently available via grants from the board of regents. In general, they are tied to the SCDEs role in school improvement activities.

RESEARCH/DATA/EVALUATION: Funded through board of regents' grants.

FACULTY DEVELOPMENT (SCDEs): Funded through board of regents' grants.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs are allocated state funds to contract for inservice education. A contract may be with an IHE, individual faculty member, or other provider. Pending legislation would require LEAs to devise five-year plans including their inservice proposals. Increased funding was allocated to the Commonwealth Inservice Institute for 1986-87. Five regional centers are available for consultation on local professional development programs.

EVIDENCE OF MAINTENANCE OF EQUITY: Language in the new legislation requires that basic skills tests be free of racial or ethnic bias. Massachusetts education officials have allocated $260,000 to set up a remedial education institute in the town of Lawrence.

AACTE
5-86

MICHIGAN

STANDARDS: In 1983-84, approximately 20 bills were introduced in the state legislature to revise teacher preparation and certification requirements. These bills lapsed in 1985. Thirteen of the bills were reintroduced and are pending in the 1986 legislature. One of these bills would require the IHEs to develop entry examinations for teacher education on the basis of SBE criteria.

INCENTIVES: Monies are targeted for retraining certified personnel for positions as mathematics and science teachers in middle schools.

Three bills under consideration would create loan and scholarship programs for candidates entering teacher education.

IRREGULAR CERTIFICATION ROUTES: A bill died in committee last year which proposed allowing school districts to hire noncertified people to teach in the areas of science, technology, mathematics, and computer science. Districts would have had to demonstrate that certified teachers were unavailable. Though still being considered, it is unlikely the bill will be approved this year.

PROGRAM CURRICULA: A governor's Commission on Teacher Education in the State released its report in spring 1985. Provosts in public institutions have organized a subcommittee to follow up with a study on teacher certification. A certification code commission created by the SBE is examining certification regulations. Areas of particular concern are middle school certification, certification endorsements, and certification of administrators. Two new advisory councils were appointed by the SBE in October 1985: one concerning periodic review of teacher preparation institutions, and the other examining the future of teaching.

The governor's Commission on Higher Education recommended measures that would categorize the state's institutions of higher education (for example, institutions granting doctoral degrees; regional colleges granting master's degrees; and undergraduate and community colleges).

In 1985, the SBE adopted a program review process that was based on a Michigan Association of Colleges for Teacher Education proposal. The process requires program review every five years on the basis of a comprehensive set of state standards of quality for SCDEs. A program review council is currently developing the state standards and will make its recommendations to the SBE.

The special study of the future of teaching resulted in the following recommendations: (1) The development of teacher supply/demand data for Michigan. (2) The development of teacher incentive plans for board consideration. (3) The development of recruitment incentives for entry to SCDEs.

(4) Increased admission requirements for SCDEs. (5) Increased professional development requirements.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The Certification Code Commission is considering inservice requirements for certification. There is a mandate to provide ongoing professional development supported by state appropriations. Two sections of the State Aid Act provide state funds to local districts for professional development.

EVIDENCE OF MAINTENANCE OF EQUITY: Equity issues have been discussed by the legislative committees on education. Special classes for remediation and preparation for new requirements have been recommended.

AACTE
5-86

MINNESOTA

STANDARDS: The Higher Education Coordinating Board last year completed a study on teacher education and recommended requiring verbal and mathematics tests for students entering teacher education programs. The state legislature mandated the use of basic skills and subject exams for licensure. The Board of Teaching contracted outside agencies for the development of the instruments. Validation will be completed by January 1, 1987 and implementation is expected by June 1988.

Professional knowledge testing is also under consideration.

INCENTIVES: Recruitment and retention incentive plans are currently being discussed by the Task Force on Teacher Education for Minnesota's Future.

IRREGULAR CERTIFICATION ROUTES: The state legislature has passed a law providing funds for the study of alternative teacher education programs. Three IHEs, in collaboration with the LEAs, have received funding for planning models. One model proposed is a postbaccalaureate program. A second is a mid-career program, and the third is an induction and extended internship program. The 15-month grants will begin in June 1987.

PROGRAM CURRICULA: The initial license is valid for two years, after which the teacher will be evaluated and relicensed. A mentor program for beginning teachers has been suggested. The State Board of Teaching and the Higher Education Coordinating Board will continue a task force to review teacher education program curricula. The higher education board recommended the convening of teacher panels to develop specific outcomes and outcome measures for use in the evaluation and approval of programs.

CAPACITY BUILDING FOR SCDEs: The state department of education has set aside modest funds for staff development for teacher education faculties.

RESEARCH/DATA/EVALUATION: Funds have been requested to collect data on students and to develop a common data base. The higher education board requests that approved SCDEs collect annual data on the academic achievement and characteristics of those admitted to and graduating from teacher education programs.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Districts may establish their own inservice plans. Criteria are being developed to qualify for monies from the SBE for staff development. The formula for allocation will be determined on the basis of the number of teachers per district. Professional developement programs are provided by intermediate service units and institutions of higher education.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

MISSISSIPPI

STANDARDS: Effective July 1, 1986, a 2.5 GPA will be required for entry into and exit from teacher education programs. An entry assessment of basic skills is required. Some IHEs use the COMP composite, and some use the P-PST. Cutoff scores vary.

The NTE is required for teacher certification with the following cutoff scores: communication skills, 644; general knowledge, 639; professional knowledge, 642; and cutoff scores on subject tests range from 470 to 520. These scores will be raised in 1988. New teachers must pass a performance based evaluation during the first three years of teaching. Beginning in spring 1988, all graduates of teacher education will be issued provisional certificates. Support and evaluation for each beginning teacher will be required from the LEAs.

INCENTIVES: Forgivable loans of $1,500 per semester are available for mathematics and science majors. Terms require one year of math or science teaching for each year a loan is supplied. The state also has established a summer program that provides certified personnel 12 semester units free-of-charge for retraining in mathematics and science. One semester of teaching in the new field is required in return for the summer program. These programs have received funding for 1986-87; however, the number of recipients will decrease.

The 1986 legislature declined to postpone a mandated assessment of experienced teachers. Certified personnel will undergo on-the-job assessment during the 1986-87 school year to determine elegibility for a $1,000 pay raise in 1987-88.

IRREGULAR CERTIFICATION ROUTES: Beginning July 1, 1986, an individual who holds a nonteaching bachelor's degree from a regionally accedited institution of higher education and who has achieved a score in the 51st percentile or above (based on the 1983 norms of the core battery and specialty area of the NTE) can apply for standard certification through an alternate route. Additionally, the individual must successfully complete a provisional period that includes 12 semester hours of education course work at an approved SCDE. These hours must include work in test development and interpretation, teaching of subject content in proper scope and sequence, methods of teaching, and classroom management.

PROGRAM CURRICULA: The SBE has approved a reform package to be implemented in 1986-87. Under this package the core curriculum must include 44 units in general education, all candidates must have an academic major, and all candidates must participate in a minimum of 12 weeks full-time student teaching.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: A staff development program was mandated for implementation for 1984-85. However, guidelines were not developed until August 1985. The program was implemented during the 1985-86 school year. Teachers are now issued one-year certificates that are renewable upon completion of annual staff development programs. These programs require 26 credit units per year, 13 in training activities, and 13 in support activities.

EVIDENCE OF MAINTENANCE OF EQUITY: Major concern has been expressed but no formal studies are being conducted.

AACTE
5-86

MISSOURI

STANDARDS: The state department of education has increased high school graduation requirements to include more mathematics and science. There are notable teacher shortages in these subject areas.

The Excellence in Education Act was passed in 1985. This legislation requires a nationally normed subject matter test for all SCDE secondary education graduates to be in place by 1987. This legislation also requires that 60% of those taking the test must score above the national mean in each subject. If these standards are not met, an institution's teacher education program in that subject is temporarily terminated until specific measures for reinstatement are followed. An exit assessment is also required by the new law. Department-assigned committees are currently considering instruments to meet these requirements. Until their implementation, a minimum combined SAT of 800 (or ACT of 18) and a GPA of 2.5 are required for entry into teacher preparation programs.

INCENTIVES: Under the Excellence in Education Act, nonrenewable scholarships of $2,000 will be available to candidates who are at or above the 85th percentile in class rank or on scholastic tests. State funds provide $1,000 for each scholarship, with the balance to be funded by participating colleges or universities. Persons receiving scholarships must complete their teacher education program and teach in a Missouri public school for five years, or the scholarship will convert to a loan. Two hundred of these scholarships will be available for 1986-87.

The state will fund a minimum salary program, beginning at $15,000 in 1986-87 and increasing by $1,000 increments each year until the minimum salary level reaches $18,000.

In 1985-86 a model career ladder program for certificated personnel was piloted and funded by state revenues and local district matching funds. Districts will have the option of adopting the model or developing another plan to be approved by the department. All approved plans must contain three increments, admission and advancement criteria, and be consistent with teacher certification requirements. Supplemental pay for the three steps will be $1,500, $3,000 and $5,000. Eighty to 100 districts will be implementing the state-developed model in 1986-87.

The Incentive for School Excellence Program provides competative grants of $2,000 to $20,000 to teachers, or groups of teachers, for studies on the improvement of classroom procedures.

IRREGULAR CERTIFICATION ROUTES: Following a detailed transcript analysis, a candidate with a bachelor's degree may obtain a credential without an SCDE "sign-off," provided the student completes 24 semester hours in a teacher education program.

These hours include student teaching, which may be waived for an experienced teacher.

PROGRAM CURRICULA: New standards have been set for elementary, secondary, and special education certification. The changes include increased practicum experience, detailed major requirements for secondary education teachers, and course work in the teaching of reading.

The Excellence in Education Act requires that SCDEs meet new state requirements for program approval. Visitations and procedures will phase-in as each SCDE's current approval expires.

Starting in 1988, beginning teachers will follow a professional development plan for their first two years. A model for the program is being finalized by a department committee. LEA support and evaluation must be included in the plan, as well as further assistance provided by the SCDE that graduated the beginning teacher.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice education is provided at the discretion of the school districts. Inservice will be required of all beginning teachers. The new legislation establishes an Administrator Academy and requires performance-based evaluation of school administrators and superintendents. The new legislation also requires the development of an evaluation scheme for all teaching staff.

The 1985 act provides funds for tuition reimbursement for certificated personnel. Monies are available for up to three credit hours in the field in which the teacher is certified and employed the following year.

The Missouri Advisory Council for the Certification of Educators (MACCE) obtained legal status on July 1, 1985. MACCE will design the state's certification program and replace the now defunct life certificate. No life certificates will be issued after 1988.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

MONTANA

STANDARDS: The NTE is used as a precertification test with the following cutoff scores: professional knowledge, 648; general knowledge, 644; and communication skills, 648.

A minimum GPA of 2.0 is required for admission to SCDEs. Some programs use higher GPA standards.

INCENTIVES: A number of school districts are looking at master teacher plans. There was a push for legislation to appropriate $1 million for education programs, including $100,000 in scholarships for teacher education students. The legislature did not appropriate these funds.

IRREGULAR CERTIFICATION ROUTES: This option is not available in Montana.

PROGRAM CURRICULA: All teacher preparation institutions must meet state standards. New standards include procedures that SCDEs must follow to prepare teachers in math, foreign languages, science, English, and elementary education. Certification changes have been implemented for elementary and secondary school principals and for superintendents.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The number of inservice hours is established by the LEAs with a minimum of 18 clock hours required by the state for approved programs.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

NEBRASKA

STANDARDS: Legislative bill 994, passed in 1984, addresses high school graduation and required testing for entry into and exit from teacher preparation programs. A committee studying these recommendations has made its report and the state department of education is gathering additional information at hearings throughout the state. The P-PST has been accepted for use as the SCDE entry instrument. Piloting and validation took place in 1985-86. Cutoff scores are being set, and implementation will begin this fall.

Exit instruments for certification are still being reviewed.

INCENTIVES: Last year's legislature allocated scholarships for students enrolled in math or science education. These funds were rescinded in the 1986 legislature.

LB 994 initially recommended development of career ladder/incentive pay plans. That language was removed from the legislation, but the governor has indicated that incentives for teachers are among his priorities. He also supports minimum salary increases. To date, however, the legislature has not appropriated funds for any LB 994 activities.

IRREGULAR CERTIFICATION ROUTES: The 1984 bill authorizes issuance of certificates for candidates with a bachelor's degree who have passed the test requirements.

PROGRAM CURRICULA: The Council on Teacher Education recommended increased practicum requirements.

A three-year apprentice/provisional certificate is proposed, involving a three member observation and evaluation team. The plan calls for evaluations to take place the first year. If the apprentice does not meet established standards, it is proposed that the degree-granting institution of higher education pay for continued supervision and remediation. This plan is still under consideration, however, no funds have been provided. Some education service units are piloting similar programs.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: LB 994 would authorize some funds for research. No appropriations have been allocated.

FACULTY DEVELOPMENT (SCDEs): Reported at the institutional level only.

RESOURCES FOR PRACTITIONER INSERVICE: The SEA allocates $50 per teacher to LEAs with approved inservice programs. These funds may be used to contract with SCDEs for services. Administrative rules for certificate renewal are being reviewed.

EVIDENCE OF MAINTENANCE OF EQUITY: Concern for minorities and handicapped populations has been expressed.

AACTE
5-86

NEVADA

STANDARDS: The state universities have recently required the P-PST for entry to SCDEs. Cutoff scores are being established. The university also requires student teaching candidates to achieve a 2.5 GPA in their major and a 2.5 GPA in all education course work.

The state is currently considering the P-PST and subject area tests as certification requirements.

INCENTIVES: The institutions of higher education have begun a public relations effort to recruit students. SCDE faculty visit high schools, speak with students, and show videotapes of program activities.

A 12% teacher salary increase was granted in January 1986. Another 2% will be be allocated in July.

A statewide beginning teacher internship program was introduced in the 1986 legislature but no funds were allocated. Some districts have begun implementing such programs.

IRREGULAR CERTIFICATION ROUTES: No state-level activity reported.

PROGRAM CURRICULA: A statewide committee on professional standards in education reviews all certification requirements on an ongoing basis. This committee is advising the SBE on recommended changes.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: One institution in the state has been awarded a grant to study career ladder/master teacher incentive programs.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice training every five years is required for certificate renewal, and may take the form of CEUs or university credit. School districts are required to report on and receive approval for their inservice programs. The state allocates funds to districts that engage an IHE in their inservice programs, but funding has been limited. One teacher center in the state is funded cooperatively by an IHE and an LEA and housed by the IHE. The Committee on Professional Standards will be reviewing inservice requirements.

EVIDENCE OF MAINTENANCE OF EQUITY: No significant activity reported.

AACTE

5-86

NEW HAMPSHIRE

STANDARDS: Effective December 1, 1985, all candidates for initial teacher certification must pass the P-PST. This rule applies to any person who does not hold or has not held within the preceding five years, a valid regular New Hampshire certificate. The SBE has adopted passing scores of 173 in reading, 174 in mathematics, and 175 in writing. Any person failing part of the exam must retake and pass all three examinations. The tests may be taken an unlimited number of times.

INCENTIVES: The legislature is currently considering a forgivable loan program for prospective teachers. A proposed bill for career ladders in New Hampshire was soundly defeated by the 1986 legislature. Salary schedules are set by the LEAs.

IRREGULAR CERTIFICATION ROUTES: Students who have teaching experience but have not completed an approved SCDE program may take written and oral examinations to obtain certification. Another program allows an individual with a degree in a critical shortage area to enter an internship program with a mentor teacher and become certified in three years. Current critical shortage areas are vocational education, math, all sciences, and English.

The state is considering an irregular route for bachelor's degree holders who maintained a 3.0 GPA on all undergraduate work. These candidates would be required to complete 90 clock hours of formal professional course work before entering the classroom on a two-year provisional certificate. During the two years, an additional 90 clock hours of professional course work would be required.

PROGRAM CURRICULA: State standards for SCDE program approval are currently under revision.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: LEA staff development programs are required and must be approved by the state, but they are locally funded. Teacher credentials are renewable every three years on the basis of administrator recommendation and completion of inservice training. Institutions of higher education participate in some inservice programs.

Beginning June 1986, all teaching personnel are required to complete 50 clock hours of inservice every three years; 20 of these hours must be in the field of the certificate endorsement.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

NEW JERSEY

STANDARDS: In 1985 the New Jersey Board of Higher Education and Board of Education completed and passed proposals amending the 1983 program approval standards. These amendments included a mandate for preadmissions standards, including demonstration of basic skills proficiency in math and language, and a 2.5 GPA. Beginning September 1, 1986 all undergraduates must complete a full academic major in the arts, sciences, or technical fields. Ninety-six credit hours of liberal arts study distributed among general education, the academic concentration, and the behavioral and social sciences is required of teacher candidates. A maximum of 30 credits in professional sequence of study must include specified field experiences and pedagogy. Effective February 1985, all new candidates for certification must pass the NTE general knowledge and special area exams. A cutoff score of 644 on the general knowledge test is required. Scores on the area exams vary.

The SDE requires all SCDEs to ascertain and guarantee competency in the basic skills of all candidates in teacher education. The means of assessment is not specified by the department. Public institutions of higher education require the New Jersey Basic Skills Test in mathematics and language arts for all incoming freshmen. Those not passing must undergo noncredit remediation.

A 2.5 GPA is required for SCDE entry.

INCENTIVES: The governor's Teaching Scholars Program provides 100 college-bound seniors who have scored 1100 or higher on the SAT, loans of up to $7,500 per year. These loans are forgivable contingent on the recipient teaching four years in an urban New Jersey school, or six years in a suburban New Jersey school.

A governor's task force has outlined the guidelines for a three-year pilot program to award master teachers $5000 additional pay each year. Legislation has been passed that raises minimum salaries for teachers to $18,500.

IRREGULAR CERTIFICATION ROUTES: The SEA has established an alternate certification system that contains the following components: A candidate must (a) hold a valid bachelor's degree, (b) have 30 credits in the field to be taught or five years of appropriate experience, (c) pass the general knowledge or subject examination, (d) have an offer of employment from a school district, (e) undergo a 20-day intensive practicum under a supervisory teacher, and (f) complete 80 clock hours of professional instruction. During the individual's first year of teaching, intensive school-based support must be provided. Support and evaluation by an assigned team must take place at prescribed intervals. 120 additional clock hours of formal professional instruction is also required during this first year.

Following the series of evaluations, the individual will be granted full certification, have the probationary period extended another year, or be denied certification.

As of May 1, 1986, the SEA reports that 185 provisional certificates had been issued in New Jersey.

PROGRAM CURRICULA: A maximum of 30 hours, approximately 15 of which should be in field experiences, may be taken in an SCDE. These professional hours must include a pre-admission practicum experience. Students in the professional component must study the knowledge and skills necessary for effective beginning teachers. Prepractical experience is required during the freshman, sophomore, and junior years, in addition to full-time student-teaching during the senior year. A liberal arts major for elementary certification does not preclude a second major in education.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: A newly established Academy for the Advancement of Teaching and Management offers opportunities for inservice education. Participating school districts must provide $1,000 per teacher to defray costs. A district must send a principal and may send up to four teachers.

The SEA has stated that no funding should be given to institutions of higher education to provide inservice education.

Seven centers for the professional instruction component of the alternate certification program were operated in 1985-86. Ten will operate in 1986-87. All of these centers will be located at IHEs.

EVIDENCE OF MAINTENANCE OF EQUITY: The state has a committee on affirmative action.

A recruitment incentive program for outstanding minority students is under study by the SDE and State Department of Higher Education.

AACTE
5-86

NEW MEXICO

STANDARDS: The SEA requires basic skills screening for entry into a teacher education program, but the specific method of screening varies from institution to institution. The NTE core battery is required for certification with the following cutoffs provisionally established: communication skills, 644; general knowledge, 645; professional knowledge, 630.

The 1986 legislature passed a comprehensive education reform package in February. The bill will eliminate the state's teacher-tenure system. LEAs will be given responsibility to enforce state-developed competency evaluation processes for certificate renewal. Administrator initiates will be required to participate in a one-year apprenticeship, and all administrators will periodically undergo training seminars in to improve their administrative skills and instructional leadership.

The new legislation also requires higher cutoff scores on the NTE.

INCENTIVES: Legislation calls for the state agency and the office of education to work with LEAs to develop recruitment and retention plans for qualified teachers. These plans are to include career ladders, and are tied to the teacher evaluation stipulation included in the new reform package.

The new reform package grants an across-the-board increase of $2,500 for teachers' salaries, and mandates a beginning salary of $18,370. Mandated decreases in class size for all grades will be phased-in beginning with kindergarten. The new law guarantees that certified instructors shall not be required to perform non-instructional duties.

IRREGULAR CERTIFICATION ROUTES: The SBE is developing an irregular certification system. Several options are being considered. A pilot is currently being conducted at UNM-Santa Fe.

PROGRAM CURRICULA: The 1986 legislation specifies 54 credits of general education in a college of arts and sciences for prospective teachers. The law also requires a minimum of 14 weeks of student teaching.

A staff accountability plan identified six teacher competencies and six principal competencies, along with evaluation procedures for measuring them. There are no mandates for program change, but SCDEs are making adjustments to be consistent with the accountability plan.

The SBE established a steering committee and five task forces to study teacher preparation in the state. A report on the initial findings of this committee is due to the board in July 1986.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: All levels of recertification require credits, some of which may be continuing education units.

EVIDENCE OF MAINTENANCE OF EQUITY: Teacher-testing programs have had effects on minority populations. Means of remediation are being discussed.

AACTE
5-86

NEW YORK

STANDARDS: Since September 1984, anyone seeking a New York certificate must achieve the following scores on the NTE core battery tests: communication skills, 650; general knowledge, 649;, and professional knowledge, 646. Sixteen NTE subject matter exams are under consideration and are being validated for the state of New York.

INCENTIVES: The 1986 legislature increased funding for undergraduate loans to $6 million. The title of this program was changed from the Empire State Program to the Challenger Program. Loans of $3,000 per year for up to four years are available. A graduate fellowship program was also expanded to $2 million. Grants of $4,000 for up to two years are available to full-time teacher education graduate students. Grants of $1,000 for up to three years are available to part-time teacher education graduate students. The loan and grant programs are available in the following areas of study: mathematics, science, business education, industrial arts, agriculture, home economics, special education, foreign languages, TESL, and bilingual education.

A competitive grant will be issued in 1986-87 for piloting an internship/mentor-teacher program. $4 million has been allocated to provide release-time for the mentor teachers participating in providing support to beginning teachers.

IRREGULAR CERTIFICATION ROUTES: In New York, certification is granted on the basis of completion of a registered program of preparation, by satisfaction of the conditions of the interstate certification agreement, or by providing evidence that the requirements for the requested certificate (general education, specialty, and professional study) have been satisfied. One year of full-time experience in a recognized school may be substituted for the student teaching requirement. The NTE core battery tests are required for all first-issue New York certificates.

PROGRAM CURRICULA: At the end of May, the SDE reported to the board of regents on proposals for development and requests for changes in the state's certification standards.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: From 1953 until 1984, the state gave no direct support to inservice education. In 1984, $3.5 million was allocated in the state for teacher centers. In

1985 this amount was raised to $6 million, and the centers will be funded at $10 million for 1986-87. There are now 57 centers in operation. Most involve consortia of LEAs with some IHE participation.

In addition, the 1984 legislature established a staff development program and appropriated $60 million for LEAs to use. This appropriation was not granted in 1985. Action is pending in the 1986 legislature.

EVIDENCE OF MAINTENANCE OF EQUITY: Concern is evident. Validation of tests will include equity-related issues.

AACTE
5-86

NORTH CAROLINA

STANDARDS: The SBE has increased the high school graduation requirements for students graduating in and after 1986.

Teacher education institutions must report SAT/ACT scores for individuals who are recommended for certification. The university system uses these data to develop a score profile for each of the public institutions. The SBE requires students who are admitted to teacher education programs to have at least 627 on the NTE general knowledge test and 632 on the communication skills test. In 1986 these scores will be increased to 631 and 636, respectively. A passing score of 644 is required on the professional knowledge test. Passing scores are also required on the NTE area exams at the end of the program. Cutoff scores range from 470 to 550. A task force on the preparation of teachers is under mandate of the General Assembly to consider raising these cutoff scores.

INCENTIVES: Scholarships and loans are available for preservice teacher education. Attempts are being made to limit the program to areas of shortage. The current legislature is considering adding funds to this program. The SBE, by legislative mandate, has adopted a four-step career ladder plan being piloted in 16 LEAs during the 1985-86 school year. Piloting will continue in a number of districts during the 1986-87 school year. A fifth step will be considered at the end of the pilot period.

A beginning teacher program went into effect July 1, 1985. Now statewide, this program is to be the first rung of a career ladder plan. It requires four years of approved preservice education for a two-year initial certificate. To receive full certification a teacher must demonstrate successful performance across five teaching-function areas within the two-year period. Although not yet funded, the career ladder plan would pay $45,000 to teachers at the top of the salary scale. The concept of merit pay is imbedded in the career development plan, which provides merit pay both for excellence in teaching and for differentiated responsibilities.

IRREGULAR CERTIFICATION ROUTES: The SBE has adopted a policy of endorsements to facilitate legitimizing teachers who are teaching out-of-field. The state board has adopted guidelines that allow lateral entry into teaching from other professions. Persons may enter the profession via this route provided they have a contract for a teaching position and are enrolled in an approved teacher education program. This alternate route became effective August 1985.

PROGRAM CURRICULA: The SBE has revised the guidelines for approved programs. Certification levels have been revised to accommodate upper and lower elementary and middle schools. The new requirements apply 24 program approval standards to SCDEs. The requirements increased student teaching to a minimum of 10 weeks.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: The SEA may award contracts to individuals or institutions of higher education. A state-funded Mathematics and Science Education Research and Development Center has been implemented at North Carolina State University; $75,000 in continuing state funds have been appropriated directly to the university for support of the center.

FACULTY DEVELOPMENT (SCDEs): No state level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The SBE acted on February 6, 1985, to require additional training for renewal of the five-year certificate. Effective July 1, 1986, each individual must have a "professional development plan." Certificate renewal may be through collegiate-level credit or approved LEA inservice renewal units. A statewide network of mathematics and science education professional development centers is operational. Seven of these are located at and operated by public universities, and one is operated by the North Carolina School for Science and Mathematics. Funds in excess of $1 million were budgeted directly to the IHEs and the coordinating office administered by the University of North Carolina System.

EVIDENCE OF MAINTENANCE OF EQUITY: A significant concern for equity issues is being reported. No formal study is being conducted.

AACTE
5-86

NORTH DAKOTA

STANDARDS: The North Dakota Teacher Professional Practices Commission now requires that institutions report ACT/SAT scores of students admitted to teacher education programs, but there are no cutoffs for admission. The commission has recommended to the state agency that the minimum GPA requirement for teacher education be set at 2.4 in the teaching field and 2.3 overall.

New program approval standards require the use of nationally standardized basic skills, professional knowledge, and subject exams for SCDE entry. No statewide test will be mandated.

INCENTIVES: The 1985-87 biennial budget allocated $350,000 for teacher centers. The last legislature mandated a $15,000 minimum beginning teacher salary. Discussion of an induction process took place, but no action was taken. The SDE is preparing a resource book on induction programs for LEA use.

IRREGULAR CERTIFICATION ROUTES: No state-level activity reported.

PROGRAM CURRICULA: By 1988 all SCDEs will be required to meet new state standards that equal and exceed the current NCATE requirements.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Services are provided by LEAs only. Recertification is based on active teaching, recommendations, and accumulation of university credits. Funds have been approved to establish teacher centers.

A professional development model is currently being considered by the SEA. The Professional Standards Board held a hearing on May 15, to solicit public testimony on inservice plans.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

STANDARDS: The Ohio Board of Regents and the state department of education collaborated two years ago on an articulation agreement increasing standards for admission to the state universities. These requirements are not mandatory, although most IHEs have adopted them.

Fifty-five school districts, which represents a portion of the LEAs in the state, have banded together to require that applicants for teaching positions have on file their scores for the P-PST or NTE. No cutoff scores have been established.

The SEA and the Teacher Education and Certification Advisory Commission have raised the prospect of requiring entry and exit examinations for teacher candidates.

INCENTIVES: A 1983 report of the Ohio Commission on Educational Excellence recommended that teachers' salaries be commensurate with education and responsibility. The governor has proposed a 14% teacher salary increase to be implemented over a two-year period.

A task force of the Ohio Confederation of Teacher Educators has proposed a career ladder plan as part of the forthcoming revision of the entire package of certification options within the state.

The governor has included funding in his budget package for forgivable loans for teachers entering shortage areas.

IRREGULAR CERTIFICATION ROUTES: Ohio does not have an irregular certification route. However, a temporary one-year credential is available for persons employed to fill a vacant position in a shortage area. Evidence of the shortage must be demonstrated in a request to the SEA for the one-year credential.

PROGRAM CURRICULA: Between 1976 and 1980, Ohio underwent a reform of its teacher education program, which doubled the field and clinical experiences to 600 hours (300 hours before student teaching and 300 hours during the student teaching experience), required liaison with practitioners, upgraded curricular standards, and established 14:1 ratios of faculty to students in the professional sequence and in student teaching. Last September, Ohio began to fine-tune this redesign program, including a complete reexamination of all individual certification packages and the institutional standards for teacher education (the latter being defined as all organized programs culminating in beginning, professional, and advanced certificates). Also, kindergarten-primary and elementary certificates are to require 20 hours of academic specialization in addition to required professional education and general education courses. The proposed revisions were issued by the SBE in October 1985.

CAPACITY BUILDING FOR SCDEs: An appropriation has been available since the 1976 redesign legislation to all public and private teacher education institutions in the state on the basis of a formula keyed to the number of graduates from teacher education programs. The money can be used to support any of the institutional standards and has been widely used for capacity building. This money goes directly to the SCDEs and is to supplement institutional funds. The governor continues to support this element of redesign.

RESEARCH/DATA/EVALUATION: Part of the special state appropriation for teacher education has been earmarked for a research evaluation council to operate in the University of Toledo. Individual campuses also have been able to use their appropriations for such purposes. The main use has been for program evaluation.

FACULTY DEVELOPMENT (SCDEs): In proposed standards, IHEs must implement a development plan for professional education faculty that includes periodic participation in the schools.

RESOURCES FOR PRACTITIONER INSERVICE: A new system of continuing education units for administrator inservice is under study. CEUs may be used to obtain certificate renewal and upgrading along salary scales, along with or in place of additional IHE credit hours.

A proposal to end permanent certification is contained within the review of certification and institutional standards.

EVIDENCE OF MAINTENANCE OF EQUITY: The effects of teacher testing on minority recruitment has been discussed at institutions of higher education. In proposed standards, a formal assessment plan free of cultural bias is to be developed and implemented to select students.

AACTE
5-86

OKLAHOMA

STANDARDS: The SBE has increased high school standards to include more units in mathematics and science, and elective categories have been reduced. Teacher shortages in math and science have been noted.

Admission standards to teacher education programs were raised in 1982 and include a minimum of 2.5 GPA and proficiency in written and spoken English. Research is being conducted on a statewide basic skills test. The board of regents will be piloting and validating the P-PST in 1986-87. Oklahoma/NES-developed instruments for the content areas have been required since 1982.

INCENTIVES: In 1984 the legislature appropriated $100,000 for scholarships to teacher candidates. $1,000 was awarded to 100 persons seeking certification in mathematics, science, foreign languages, special education, and industrial arts. These were awarded competitively on the basis of exceptional ability. The student must agree to teach a year for each year of scholarship aid received. This program was reduced by 11% last year. The legislature is currently considering next year's funding.

In 1983 the state department of education issued a two-year contract to three school districts to cooperatively develop a master teacher plan. The plan, which went into operation in 1984-85, specifies criteria that teachers must meet and includes additional pay for extra responsibilities. It is proposed that a committee of teachers from outside the district of the teacher applying for master status would make final recommendations. The pilot continued in 1985-86; however, a state career ladder plan was dropped due to fiscal restraints.

The Oklahoma entry-year assistance program for beginning teachers calls for a teacher consultant on a three-member team to assist beginning teachers. The state provides $500 to participating teacher consultants. IHE participants are paid travel expenses through the university.

IRREGULAR CERTIFICATION ROUTES: The professional standards board developed an irregular certification route that will become effective September 1986. A bachelor's degree holder in a critical shortage area may be given a provisional certificate, and then must undergo nine semester hours of professional course work at an SCDE, pass the appropriate content exam, and participate in the entry-year assistance program. Continued professional course work must be taken until standard requirements are met.

PROGRAM CURRICULA: In 1984 the SBE established higher standards for teacher certification. The state professional

standards board approved the new set of certification standards and new program approval standards for institutions with teacher education programs. Basic admission and retention standards were examined by the legislature and the state departments of education and higher education. Final acceptance of new certification standards was obtained in September 1985. Curricular standards must be in place by 1987. Changes include the following requirements: 50 semester hours of general studies, 30 semester hours of professional education, and 40 semester hours in a subject specialization (meeting minimum requirements for subject majors). Twelve weeks of student teaching is also required. Endorsements for 18-hour minors have been replaced with full 24-hour endorsements. Forty-five hours of prepracticum field experience before student teaching is required.

CAPACITY BUILDING FOR SCDEs: House Bill 1706 provides funding for long-range institutional planning. Travel and support funds are also appropriated to assist institutions with their involvement in the entry-year teacher program. These funds are available to every institution that is approved to produce teachers.

RESEARCH/DATA/EVALUATION: Funding is available through HB 1706. The regents' office retains some of the allocated monies for research and evaluation. These funds were initially allocated for the entry-year program and will not continue following its full implementation.

FACULTY DEVELOPMENT (SCDEs): HB 1706 requires each SCDE faculty member to have a staff development plan and to participate in specific activities. Among these is service in a secondary or elementary school. All institutions of higher education with teacher preparation programs must participate.

RESOURCES FOR PRACTITIONER INSERVICE: Monies are appropriated for inservice activities for all certified personnel. Each individual staff member must earn inservice staff development points each year in keeping with district staff development plans filed with the SEA. The legislature, Oklahoma regents, and the SEA continue to examine these components, which are closely aligned to areas of staff development. Although some professional development appropriations were cut due to state budget deficits, the chief state school officer has recommended that teachers receive compensation for inservice development. No new monies have been appropriated for 1986-87.

EVIDENCE OF MAINTENANCE OF EQUITY: An affirmative action compliance statement must be filed with every request for adjusting admission standards.

AACTE
5-86

87

OREGON

STANDARDS: A State Educational Coordinating Commission has completed a comprehensive study of teacher education and recommended a series of changes. These were not accepted by the legislature.

The Teacher Standards and Practices Commission recently adopted regulations that will replace the CAT with the C-BEST exam for admission into teacher education programs. A total score of 123 is needed and no scores may fall below 37 in a single area. The limitations of this particular test for certification are under discussion and study.

INCENTIVES: The state superintendent's "Oregon Plan for Excellence" includes recommendations for models of staff compensation plans. The 1985 legislature declined to implement this plan and its recommendations.

IRREGULAR CERTIFICATION ROUTES: The Oregon Educational Coordinating Commission recommended an alternate certification plan that was rejected by the legislature. Subsequently, the Teacher Standards and Practices Commission adopted a proposal to enable teachers holding current Oregon certificates to add one or more additional teaching endorsements to their credential by successful passage of subject matter test(s).

PROGRAM CURRICULA: Recommendations have been made to simplify the certification regulations to allow more latitude for SCDE program approval and more opportunity for experimental program design.

CAPACITY BUILDING FOR SCDEs: No state funds are available for capacity building, but new activities are encouraged.

RESEARCH/DATA/EVALUATION: Grants have been given to SCDEs to study the use of the C-BEST exam as a basic skills competency test. These studies will include comparison of the C-BEST with the CAT, which most SCDEs have used previously for this purpose.

FACULTY DEVELOPMENT (SCDEs): No funds are available, but recommendations have been made to SCDEs to develop a comprehensive professional development plan for faculty.

RESOURCES FOR PRACTITIONER INSERVICE: Institutions of higher education and school districts work cooperatively to provide inservice programs. No state approval is necessary unless the program is specifically funded by the state.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

PENNSYLVANIA

STANDARDS: In May 1985, the SBE adopted revisions to regulations governing SCDEs. A battery of teacher-testing instruments has been mandated for implementation by June 1987. The mandate calls for basic skills, general knowledge, professional knowledge, and content knowledge.

The SBE has called for increased high school units in mathematics and science, effective September 1985.

INCENTIVES: The Pennsylvania Higher Education Assistance Agency has two incentive plans for recruiting students into mathematics and science education: forgivable loans of up to $1,500 per year, and funds for lateral retraining of certified instructors into math and science from other teaching fields.

The governor's October 1983 "Agenda for Education" called for a teaching excellence awards program. This did not pass the legislature, but the governor has included the program in his 1987 budget proposal.

Funds are allocated to the LEAs for instructional improvement grants. Some districts have used their funds, which are awarded on the basis of average daily attendance, to implement career ladder/merit pay programs.

IRREGULAR CERTIFICATION ROUTES: Thirty-three of the 89 SCDEs in Pennsylvania are designated as sites for the teacher-intern program. Through the program, a student with a bachelor's degree and a letter from the SEA may be hired as a full-time teacher with the stipulation that he or she enroll in a teacher preparation program at one of the 33 sites. The candidate's approved program of instruction must be completed within three years to achieve permanent certification.

PROGRAM CURRICULA: New legislation calls for a beginning teacher induction year to be in place by 1987-88.

The new standards for program approval are to be implemented by June 1, 1987. Increased field experience beginning in the sophomore year and concluding with 12 weeks of full-time student teaching in the senior year is now required.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Starting in 1987 all certificated employees must earn six credits every five years for certificate renewal.

LEA programs must be approved by the SEA to receive state funding and to grant continuing education units. These units may be used to meet recertification requirements. The 28 regional councils develop their needs and course plan, and often work in consortia with IHEs.

EVIDENCE OF MAINTENANCE OF EQUITY: Concern has been registered as the teacher-testing program is launched. The impact of tests on the teacher population will be built into the validation study.

AACTE
5-86

RHODE ISLAND

STANDARDS: Regulations to initiate teacher testing within the state were recommended to the state board by the commissioner of education in the fall of 1985. The NTE core battery will be required beginning December 1, 1986. Validation is currently being conducted by the SDE.

A task force on teacher education programs is expected to report its findings to the SDE by the end of June. A GPA entry requirement is an expected recommendation.

INCENTIVES: A study conducted by the Office of Higher Education on the supply/demand configurations of mathematics and science certificates indicates that, at present, these are not critical shortage areas. There is some consideration of scholarships or loans in these areas if future demand necessitates.

IRREGULAR CERTIFICATION ROUTES: The commissioner has discussed the concept with the Certification Advisory Committee.

PROGRAM CURRICULA: NASDTEC standards are currently required for program approval.

CAPACITY BUILDING FOR SCDEs: SCDEs have received indirect benefits from a state initiative to expand technology in the schools. Money has been allocated from several sources for hardware and inservice training at the IHE level.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: New certification standards require three inservice credits and three semester hours for the initial certificate renewal. The five-year professional certificate will require six graduate credits in the teaching field and 3 inservice credits. A life certificate may still be obtained with a master's degree.

The Rhode Island School Staff Institute was established by the legislature in 1985 and began operating in the fall. Funding is expected to increase for 1986-87.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

SOUTH CAROLINA

STANDARDS: The Education Improvement Act of 1984 initiated public school changes that affect SCDEs. The state board of education was required to upgrade and improve the standards for approval of teacher education programs. Under a previous law, a basic skills test is required for admission into teacher education programs. The South Carolina Education Entrance Examination is the instrument employed to measure reading, writing, and mathematics skills. The NTE subject area exam is required for certification. A professional knowledge examination is being developed by the state.

A 2.5 GPA is required for SCDE entry. A 2.0 is accepted for this requirement for those students graduating in the top 50% of their high school class.

INCENTIVES: A loan program for all teacher education students is in effect, and it has a forgiveness clause for teachers in math, science, and for those who will work in rural areas. The 1986 legislature funded this program for the 1986-87 school year.

The 1984 state legislature raised teacher salaries to the minimum for the southeast. A built-in factor adjusts teacher salaries to reflect regional change. In 1985-86 salaries were raised 5.6%.

The Education Improvement Act provides scholarship money to recruit gifted/talented students into teacher education.

One of the provisions of the 1984 legislation called for development of an incentive program to reward teachers who demonstrate superior performance and productivity. Nearly $750,000 was provided to fund pilot programs for teacher career ladders and programs to reward schools and districts according to criteria such as student achievement and attendance. This funding was increased to $2.5 million for 1985-86. Nine school districts are currently piloting models which the SEA will review. $10 million is provided to pilot the three top models in 1986-87. It is expected that 40% of the state's teachers will participate in the 1986-87 programs.

IRREGULAR CERTIFICATION ROUTES: A person with an undergraduate major in a critical area may receive a provisional certificate. These individuals then have three years to meet state requirements. A new professional sequence has been developed for these teachers. The NTE is required before provisional certification.

PROGRAM CURRICULA: NASDTEC standards are currently employed for program approval. The Education Improvement Act requires these standards to be strengthened. Course-by-course requirements are being replaced by evidence indicators for each NASDTEC standard.

The state developed an assessment instrument for teacher evaluation. All first year teachers must be evaluated three times with the Assessment of Teacher Performance (ATP) and twice during their second year of service.

The 1984 legislation requires a full semester of student teaching, which is defined as 60 consecutive days.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: IHEs are required to send data on all curricular indicators including NTE pass-rates to the SDE. Minimums of criteria for program approval will be established by the SDE on the basis of these data.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRTheCTITIONER INSERVICE: A new bill provides funding for science, mathematics, or computer inservice training. Money has been allocated for 1986-87. Course work is offered at the IHEs but funded by the state. The state does provide funding for approved LEA professional development programs.

EVIDENCE OF MAINTENANCE OF EQUITY: The issue has been addressed and meetings held with minority leaders.

AACTE
5-86

SOUTH DAKOTA

STANDARDS: High school graduation requirements have been increased in mathematics, sciences, and foreign language.

Admission to teacher education programs requires a 2.5 GPA. Beginning July 1, 1986, the NTE core battery is required for SCDE entry. Cutoff scores are being determined.

The NTE subject exams will be required for certification. Validation will take place during the 1986-87 school year. A 2.5 overall GPA with a 2.6 in the student's major area and in professional education are required for certification.

INCENTIVES: A merit pay plan for teachers was defeated in the 1984 legislative session. However, a study of incentive plans is being conducted during the 1985-86 school year. A scholarship/loan program for teacher education students was proposed in the 1985 legislative session but it did not receive committee approval.

The 1986 legislature passed a bill requiring an induction program for all first-year certificates. After July 1, 1986 all beginning teachers and administrators must undergo support and evaluation from a three-member team.

IRREGULAR CERTIFICATION ROUTES: The state department of education may issue an emergency certificate to applicants with a bachelor's degree from an approved institution of higher education, provided the applicant agrees to complete certification requirements at an SCDE within two years. Eight people are now teaching with this type of certificate. Numbers are not expected to increase next year.

PROGRAM CURRICULA: No changes are reported.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Beginning September 1986 LEAs are required to have SDE approved programs of professional development. Six semester hours are required every five years for certificate renewal.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

TENNESSEE

STANDARDS: Both higher education governing boards established task forces on improving the quality of teacher education programs. Both boards, through the task forces, recommended that the GPA be increased to 2.5 for entry into and exit from an SCDE. The SBE has increased high school graduation requirements by one unit in science and one unit in mathematics.

The general assembly directed the SBE to use a "secure" test for screening students seeking admission into teacher education programs. The P-PST was put in place on July 1, 1985. Cutoff requirements were set at: math, 169; reading, 169; and writing, 172. The SBE mandated that the NTE core battery and appropriate area tests be taken by all teacher education graduates and that specified cutoff scores be attained as a condition of probationary certification. The NTE core battery has been used since July 1984. The SBE postponed the subject examination requirement until speciality exams are developed for areas in which there are currently no available tests. NTE core battery score requirements are: communication skills, 640; general knowledge, 637; and professional knowledge, 631.

INCENTIVES: The 1984 legislature enacted the Teacher Loan/Scholarship Act that provides loans for students planning to teach mathematics or science in secondary schools. Provisions extend to certified teachers in surplus fields who wish to retrain to teach in disciplines experiencing shortage. These scholarships and forgivable loans have been in place for more than a year and have been fully utilized. Funding will continue for these programs in 1986-87.

The centerpiece of the 1984 Comprehensive Education Reform Act (CERA) is a five-step career ladder program that will enable teachers (and all certificated professional personnel) to reach salary levels up to $7,000 above and apart from their regular salary. The general assembly, through CERA, provided funds for a 10% across-the-board salary increase for teachers and administrators. Teachers in their second through fourth years of service will receive a special bonus to encourage them to stay in teaching until their fifth year when they will be eligible for classification at career level I. Provisions in the CERA were funded by a one-cent hike in the state sales tax.

IRREGULAR CERTIFICATION ROUTES: There is no officially adopted statewide irregular certification option. However, two institutions of higher education have been funded to develop a certificate program for second-career individuals. The program must meet all state professional studies requirements and will place the bachelor's degree holder in the classroom on a part-time basis.

PROGRAM CURRICULA: The state board of education has reduced the number of teaching endorsement fields, using families and generic groupings when possible. The new endorsement configuration will take effect in 1988.

CAPACITY BUILDING FOR SCDEs: Both of the higher education task forces recommended that SCDEs be given additional, weighted appropriations commensurate with their clinical program responsibilities and their outreach and service roles. No action has been taken.

In 1984, $10 million was authorized for use to develop centers of excellence in colleges and universities. An additional $6 million was added in 1985. Twenty-six centers have been established, three of which are in teacher education.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Under CERA, requirements for inservice education were increased, funds were appropriated for the program, and accountability for quality and productivity became more stringent. The career ladder program includes incentives for professional development. Two major programs have been implemented: the Tennessee Instructional Models System and the Tennesee Career Development Program for Administrators.

Inservice education requirements have not been defined in terms of CEUs or university credits.

EVIDENCE OF MAINTENANCE OF EQUITY: Because of concern over the impact of standardized tests on minority students, the minimum NTE score was set relatively low. This issue also surfaced in regard to a provision in CERA that will cause any SCDE to lose its approved-program status if for two consecutive years 70% or more of its graduates do not pass the NTE.

AACTE
5-86

STANDARDS: Effective in spring 1984, the P-PST became a requirement for entry into teacher preparation programs. A "three-try" limitation has now been lifted. An individual must achieve the following scores: mathematics, 171; reading, 172; writing, 173. The Texas legislature has required that a teacher certification examination be required after February 1, 1986. The Examination for the Certification of Educators in Texas (ExCET), being developed by National Evaluation Systems, was field tested in December 1985. The Texas Examination of Current Administrators and Teachers (TECAT) was administered to teachers and administrators employed in public schools on March 10, 1986, and 96.7% of those examined met the minimum requirement. The remaining personnel will have two more opportunities to take the TECAT this summer.

INCENTIVES: The Texas Education Reform Bill, passed in 1984, established a four-tier career ladder plan. New and current teachers begin at level one with advancement contingent upon number of years at each level, additional training or higher education course work, and performance. Each step carries additional salary. Although teachers at the master level will be given additional supervisory responsibilities, they are to be retained in the classroom at least 60% of the school day. Rules for implementation of the teacher career ladder were developed in the spring of 1985 and became effective September 1, 1985. A statewide appraisal process, complete with instrumentation, training, and certification, is being piloted in four districts during 1985-87.

A teacher education loan program was approved in 1984, with forgivable loans available for teachers entering shortage areas. The loans were available in 1985 for preservice preparation and for inservice/retraining programs. However, no continuing loan funds were appropriated by the legislature for 1986.

A $15,200 minimum salary for beginning teachers was established in 1984.

IRREGULAR CERTIFICATION ROUTES: Legislation states that a student who has a bachelor's degree and who passes basic skills and subject exams may be certified through a process that includes a supervised internship as part of a school district program approved by the state. Specific teacher training and classroom management components are required in the district plans. Rules for implementation have been developed by the state board of education. To date, the only school districts in Texas with approved irregular certification programs are Houston and Dallas-Ft. Worth.

PROGRAM CURRICULA: New standards for teacher certification programs were adopted by the state board of education in 1984, to become effective in September 1985, but the new state board

(appointed by the governor in 1984) delayed implementation pending further study. All currently approved programs are being revised to meet the new standards. Of the 66 colleges in Texas, 64 have submitted programs for approval.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: House Bill 72 carries provisions for educational research, but no funds have been appropriated.

FACULTY DEVELOPMENT (SCDEs): The 1984 standards require that all SCDEs must maintain ongoing faculty development programs for state approval.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice education is provided by LEAs, institutions of higher education, and 20 regional centers. House Bill 72 requires continuing education for career ladder advancement. Most SCDEs experienced enrollment increases in the 1985 summer session due to this requirement.

EVIDENCE OF MAINTENANCE OF EQUITY: Inequities of funding among school districts is cited as a problem. In August 1985 an injunction was ordered by the federal district court in Tyler against the use of the P-PST. The injunction, requested by the Mexican American Foundation, requires that the P-PST may not be used as the only criterion for prohibiting entry into an SCDE.

AACTE
5-86

STANDARDS: Discussion has occured on the use of an exit examination for program approval. Each institution of higher education sets its own admission standards for teacher education programs. All programs must meet NASDTEC standards.

INCENTIVES: The Utah Career Scholarship Fund has established two types of scholarships. The first provides tuition waivers and stipends. School districts are allocated 200 scholarships for high school graduates entering teacher preparation programs. Colleges and universities are allocated 165 scholarships of $500 for students already in teacher education programs, or who have completed at least one year of college work. The second type of scholarship includes $3000 and a tuition waiver. Twenty of these scholarships are funded each year and distributed among high school seniors, and collegiate sophomores, juniors, and seniors. These programs have been funded for 1986-87.

$17.5 million was appropriated in 1984 for LEAs to establish career ladders. The SEA established guidelines for such plans. Although the LEAs are not required to participate, there has been 100% participation. Some LEAs have supplemented state funds with district monies. The second stage of this program was implemented during the 1985-86 school year. The third level was not funded for 1986-87. Implementation of the second level will continue.

In 1985 an increase in the base funding for LEAs translated into a salary increase of approximately 5% for teachers. No increases were granted this year.

A change in certification regulations call for the Basic Certification Period effective 1987-88. A beginning certificate will be issued for two years, during which criteria of effective performance will be measured. Support and evaluation will be provided by LEAs along state guidelines. SCDEs will be required to follow their graduates into the field and provide support and remediation where deficiencies are measured.

IRREGULAR CERTIFICATION ROUTES: No such option is available.

PROGRAM CURRICULA: The Utah Committee on Teacher Education has identified 20 issues of concern relating to certification and education standards. Proposals for revisions were presented to the SEA in October 1985. Action taken in March 1986 requires that certificate renewal be based on demonstrated competence. A complete certificate reform package is expected in July.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice education is provided by school districts, state agencies, and institutions of higher education. Professional development centers have been proposed that would link IHEs with LEAs. This program was introduced again in the 1986 legislature but did not receive funding.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

VERMONT

STANDARDS: Admission to teacher education programs is determined by individual institutions of higher education, but discussions of standards have resulted in voluntary increases of requirements.

INCENTIVES: A forgivable loan program exists for recruitment of mathematics and science teachers. To qualify, the student must agree to teach in Vermont at least one year after graduation. Up to 25% of the loan may be forgiven. This program was refunded for 1986-87.

IRREGULAR CERTIFICATION ROUTES: Certification is available in three ways: by completing an approved teacher education program; by reciprocity; and by evaluation. To be certified by evaluation the applicant must have documented experience, competence and qualifications in teaching, and must be able to demonstrate these skills to a review board. Only one half of one percent of all certificates are awarded in this manner, usually to people with teaching experience in parochial or private schools.

New state regulations and guidelines have been set for certification. A certification review board, established by the commissioner, has been asked to review middle school certification, student teaching practices, and the use of nonteachers to supplement professionals. A final report is due to the commissioner in June 1986. Preliminary recommendations are currently being reviewed by the SDE.

PROGRAM CURRICULA: No state-level activity reported.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The SEA has established a network of statewide inservice programs. School districts and the SEA work together to provide inservice activities. All district-level inservice activities must be reported to the SEA.

Each teacher is responsible for earning nine credit hours of inservice every seven years. The credit hours may be obtained through an LEA inservice program or an institution of higher education. The teacher's course work must be applicable to the subject to be taught.

The council is considering formulas for applicablity of credit hours and inservice equivalents.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

VIRGINIA

STANDARDS: The legislature has mandated the use of the NTE for certification, requiring the following scores on the core battery: 649 communication skills, 639 general knowledge, and 639 professional knowledge. Eighteen area exams are also required for certification. These requirements will be fully implemented by July 1, 1986. IHEs are voluntarily raising GPA requirments for SCDE entry.

High school graduation requirements have been increased in the areas of science, mathematics, and foreign languages. Notable teacher shortages have been experienced in these areas.

INCENTIVES: A pay for performance study is being piloted in five counties in the state of Virginia. The legislature has approved a 10% pay increase for teachers, but funds have been appropriated for only 5% of the increase. LEAs are expected to provide the remaining 5% increase from their budgets. Last year the governor approved a $53 million request for continued salary increases. This allocation was increased for 1986-87.

The SEA provides forgivable loans for teachers entering shortage areas. Repayment is provided through teaching in that field within the state. Approximately $1 million was appropriated for 1986-87. The program was expanded to include candidates in foreign languages, and graduate students.

IRREGULAR CERTIFICATION ROUTES: Arts and sciences graduates may be given a provisional secondary certificate if employed by a school system. After candidates have passed the NTE, they are hired with a two-year provisional certificate. During the two years the teacher must complete nine semester hours through an accredited college or university and undergo a state evaluation by independent observers. If these provisions are successfully completed, full certification is granted. Regulations provide that the LEA may submit an alternative program for the 9 semester hour provision for approval from the SEA. Guidelines for such programs are currently being developed by the department.

PROGRAM CURRICULA: On July 1, 1985, the Beginning Teacher Assessment Program (BTAP) was initiated. Under BTAP, graduates of SCDEs are granted a two-year, nonrenewable, provisional certificate. During the two years, all employed beginning teachers are assessed on the basis of observations by three independent observers. This evaluation includes observing the presence or absence of 14 generic competencies. Those not meeting the standards will undergo remediation at regional centers. If, upon retesting, provisional teachers do not meet state standards, they will be denied certification. The final assessment of BTAP initiates took place in May-June 1986.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: Small grants are available through the SEA to collect data and design teacher evaluation plans for classroom performance models. These grants were not refunded for the 1986-88 biennium.

FACULTY DEVELOPMENT (SCDEs): There is faculty exchange between traditionally black and traditionally white public institutions.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice education is required by the state. SCDE course work may be applied toward certificate renewal. The SEA provides technical assistance to LEAs for implementing professional development programs. Inservice credit is also applicable to certificate renewal but must be submitted and approved by the SEA.

EVIDENCE OF MAINTENANCE OF EQUITY: Concern has been expressed on the impact of the NTE on minority students, and the SCDEs in traditionally black institutions.

AACTE
5-86

WASHINGTON

STANDARDS: Last spring the SBE adopted several requirements that increased high school graduation requirements to include more units in mathematics and science. The board acted in January 1985 to strengthen admission requirements to professional education programs by requiring evidence that the candidate is competent in the basic skills of reading, writing, and computation, as demonstrated by a passing score on the Washington PreCollege Test or an equivalent standard score on the SAT or ACT. Institutions of higher education must establish minimum GPAs for admission into teacher education.

INCENTIVES: The Washington Temporary Commission on Educational Policy, the Washington Roundtable, and the Washington Education Association have called for across-the-board pay increases for teachers. The Washington Commission on Educational Excellence (of the WEA) has recommended that LEAs develop reward and incentive programs for teachers. The 1985 legislature introduced a Beginning Teacher Assistance Program to commence in the 1985-86 school year. Mentor teachers will be assigned to 100 beginning teachers. The legislature has funded the program at an approximate cost of $1600 per teacher for 1985-86. Funding has been budgeted for 1000 teachers in 1986-87 at the same rate.

The Council for Postsecondary Education administered forgivable loans in mathematics, science, and computer science. The loans have been funded through the 1985-87 biennium.

IRREGULAR CERTIFICATION ROUTES: No such option exists.

PROGRAM CURRICULA: The WEA Commission on Educational Excellence has recommended that teacher education be a two- or three-year graduate program with funding appropriate to a postbaccalaureate professional program.

The Temporary Committee on Educational Reform has recommended increased program requirements with an emphasis on more field experience.

The SBE has been encouraged to conduct a study on the essential curriculum for prospective teachers.

The Washington Roundtable has recommended that all students complete two quarters of student teaching with a stipend offered in the second quarter.

The legislature is expected to require that the SBE develop a graduate-level teacher education program.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: The SBE places strong emphasis on inservice education. Institutions of higher education provide some services to LEAs. The Washington Roundtable is recommending a funding increase for inservice programs in rural areas.

The state board of education has introduced a requirement of 150 clock hours of continuing education each five years for all persons receiving continuing certificates after July 1, 1986.

EVIDENCE OF MAINTENANCE OF EQUITY: Hearings have been held at the administrative level to address both equity and excellence issues.

AACTE
5-86

WEST VIRGINIA

STANDARDS: High school graduation requirements now include increased units in mathematics. Some increased demand for teachers in these areas has been noted.

Beginning in 1985, the ACT in speaking, an IHE-developed listening test, and the P-PST will be required for entry into teacher education programs. Cutoff scores are being established. Validation will continue in 1986-87.

The NES-developed criterion-referenced content-specialization tests are required for certification. A professional performance assessment is to be completed by the candidate's institution of higher education before certification. This requirement will be implemented 1986-87.

INCENTIVES: The SBE established an advisory committee on evaluation and incentive programs to study and recommend directions for incentive programs such as career ladders. The SBE has adopted an evaluation policy and an incentive policy is being formulated. Each of the state's 55 counties must have an approved evaluation program to match the state guidelines. Following SBE approval, these programs will become operational in September 1986.

Tuition is paid for teachers entering special education and other shortage areas through a state scholarship program.

Funds are allocated to retool and upgrade the skills of individuals who are now employed under emergency credentials.

A beginning educator evaluation and support program is under study by the SDE.

IRREGULAR CERTIFICATION ROUTES: An emergency credential may be granted to fill vacancies in critical shortage areas. The only way to obtain a West Virginia Teaching Certificate is through an approved SCDE program.

PROGRAM CURRICULA: There has been a revision of certification packages to reflect pupil levels, i.e., K-4, 5-8, 9-12. The state has mandated a competency-based curriculum sequence and has abolished any credit-hour requirements. Institutions must assess student's abilities on the basis of state-established outcomes.

CAPACITY BUILDING FOR SCDEs: A state department of education improvement package included small grants for SCDEs, awarded on a competitive basis. The West Virginia Association of Colleges for Teacher Education initiated legislation asking for $500 for each student graduated and certified in teacher education. Funds would go directly to the graduating institution. This legislation was tabled in the 1986 session.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): Funds for faculty development are to be included in an improvement package plan.

RESOURCES FOR PRACTITIONER INSERVICE: The SEA mandates that every LEA have an approved professional development plan, which includes needs assessment and prescriptive activities for all personnel. Each LEA has a continuing education committee that requires IHE representation. Six semester hours of credit are required for certificate renewal.

EVIDENCE OF MAINTENANCE OF EQUITY: Equity is being considered within the context of establishing cutoff scores for mandated tests.

AACTE
5-86

WISCONSIN

STANDARDS: On April 1, 1986 the department of public instruction adopted a comprehensive set of program approval rules that raise standards significantly for admission and exit. Many of the rules came out of two task forces, one established by the state superintendent and the other by the University of Wisconsin System. A 2.5 GPA is now required for SCDE entry. A basic skills test is also mandated for entry to teacher education. Subject matter tests will be required for certification. Instruments are being determined. All students entering teacher education after July 1, 1987 will be required to meet the new standards.

INCENTIVES: The SEA has received a grant to be used for competition among LEAs to pilot career ladder programs. Eight were awarded for 1985-86. In 1986-87 the number of projects will increase to nine. A beginning teacher-mentor teacher clause is included in several of the incentive projects. Two models for induction programs are currently being piloted at IHEs.

IRREGULAR CERTIFICATION ROUTES: No state-level activity reported.

PROGRAM CURRICULA: The DPI recently submitted extensive standards for all undergraduate teacher education programs. These standards, based on the NASDTEC requirements and recommendations from the task force reports, are currently being revised by the DPI using input from hearings. Two-thirds of the recommendations have been adopted and completion of the entire new program of approval standards is due by January 1987. Those already mandated include a 22 unit academic major for elementary education candidates and 100 clock hours of supervised prepracticum experience.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs must have written inservice policy statements approved by the state department of public instruction. This has been a standing policy in Wisconsin. Teachers have five-year certificates that are renewable on completion of an approved inservice education plan. Six semester hours of credit or its equivalent (180 clock hours of preapproved department of public instruction professional activities) are required.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

WYOMING

STANDARDS: Wyoming has an open-door admissions policy at the university. However, placement tests are used in English and mathematics.

Beginning 1986-87, admission into teacher education programs will require a score at or above the 70%ile on the CAT and a 2.0 GPA in general studies course work. The GPA requirement will increase to 2.5 in 1987-88.

INCENTIVES: Legislation has been approved to provide twenty forgivable loans for tuition, room, and board to students entering teaching. These loans will continue in 1986-87, but no loans will be granted to new students.

A 5th-year internship program is under discussion in the department.

IRREGULAR CERTIFICATION ROUTES: This option is not available in Wyoming.

PROGRAM CURRICULA: Teachers from other states seeking certification in Wyoming must have graduated from an institution that has both national (NCATE) and regional accreditation and that is approved by the SEA.

CAPACITY BUILDING FOR SCDEs: No state-level activity reported.

RESEARCH/DATA/EVALUATION: No state-level activity reported.

FACULTY DEVELOPMENT (SCDEs): No state-level activity reported.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs are required to submit formal plans for staff development. There is a new plan to link inservice to the identified needs of the local school districts.

The SEA is establishing a resource bank for speakers and materials for inservice programs. Inservice credit can be earned either through study at institutions of higher education or through the LEA.

EVIDENCE OF MAINTENANCE OF EQUITY: No state-level activity reported.

AACTE
5-86

Combined Task Force on Governmental Relations
AACTE/ACSESULGE-APU/AILACTE/TECSCU
1985-86

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